

# ATHLETIC JOURNAL

Vol. XXII, No. 3

November, 1941



Sports and Military  
Preparedness  
S. C. Staley

1941 Football Offense in the  
High Schools

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THE ATHLETIC JOURNAL

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**S**PEAKING on this subject before the 26th National Recreation Congress at Baltimore, September 29th, Federal Security Administrator McNutt, in the course of his remarks, made the following significant statements:

"It seems curious, but perhaps it is understandable, that recent awakenings to recreational needs have come as a by-product of national emergency. Public recreation, as an organized nationwide movement, got its first real impetus out of the leisure-time needs of our armed forces in 1917 and '18—and out of community efforts to do a recreation job for which they were then but ill equipped.

"The tremendous expansion of community recreation facilities since 1930 has paralleled and in large part grown out of the battle against depression. And now, as we prepare for national defense on a scale hitherto undreamed of, we find ourselves again facing a challenge to expand and strengthen recreation on a nationwide scale.

"Therefore, why not use our school buildings on more than a part-time basis? Letting them stand empty and idle and

useless for hours and days and months on end is an expensive folly. Do not mistake me. I am arguing not against good schools, but in behalf of their full-time use—for lights and heat and custodial service, and above all, for recreational leadership. Let us open indoor gyms and outdoor playing fields, shops and laboratories, auditoriums and class rooms to everyone who wants to ride a hobby or pursue a sport."

It is naturally gratifying to us to see that an idea long advocated by Major John L. Griffith, President of The Athletic Institute, and Frank G. McCormick, member of its Board of Directors, and which is endorsed by the Institute, is being accepted and acted upon by the Federal Government.

May we suggest that you co-operate with this governmental program by using your influence in your own community. Tell your school board, your newspaper editor and your civic organizations about it.

There are many other fine statements in Mr. McNutt's speech. If you care to have a copy of it in its entirety we shall be glad to supply you, without charge, of course. Just ask for document PM 1256.



The Athletic Institute issues a series of bulletins on the organization, administration, financing, officiating, coaching and supervision of baseball. Also, how to construct tennis courts, instruction for tennis schools and tips for amateurs by well-known stars. Send for free bulletin list.

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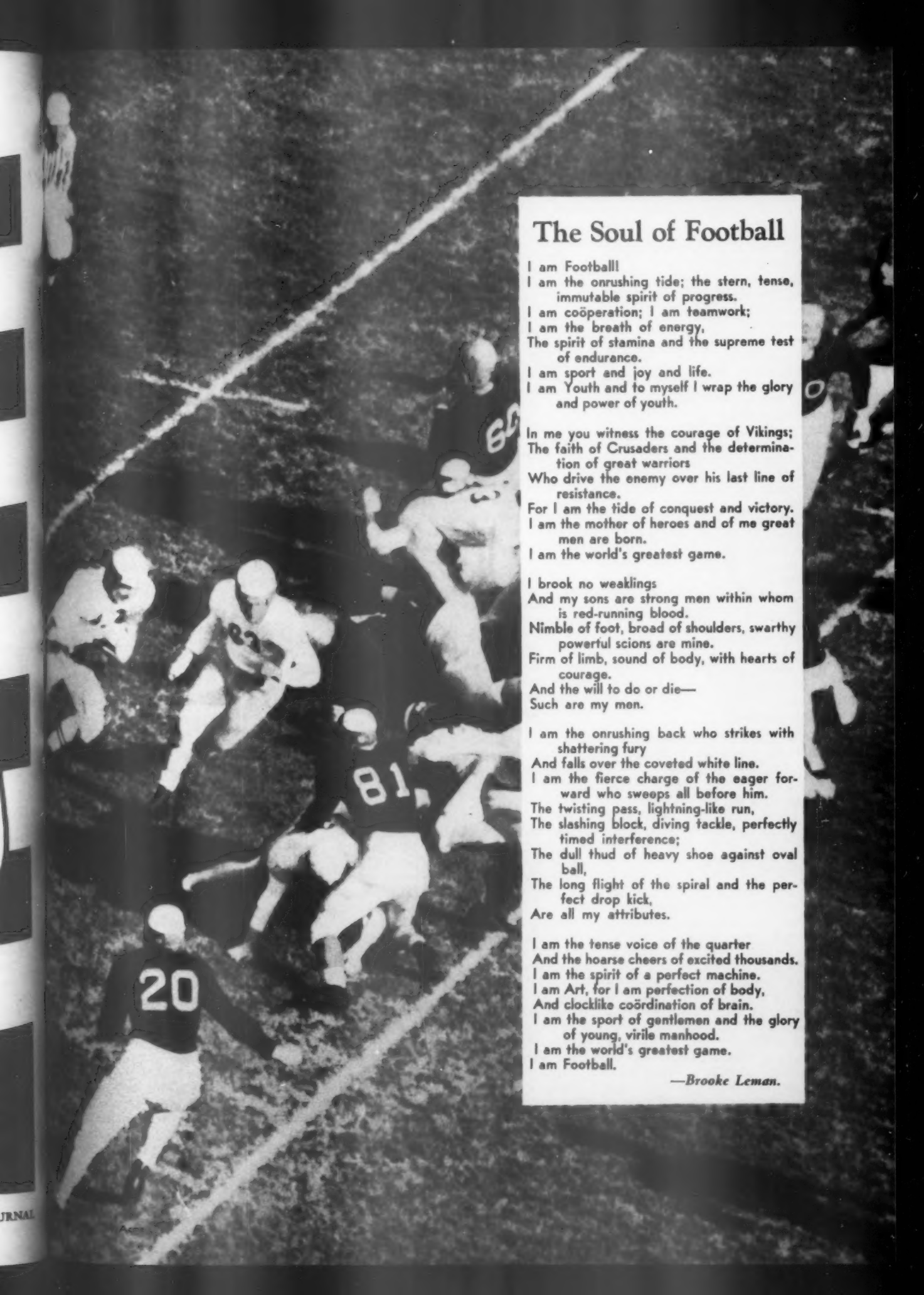
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## The Soul of Football

I am Football  
I am the onrushing tide; the stern, tense,  
immutable spirit of progress.  
I am coöperation; I am teamwork;  
I am the breath of energy,  
The spirit of stamina and the supreme test  
of endurance.  
I am sport and joy and life.  
I am Youth and to myself I wrap the glory  
and power of youth.

In me you witness the courage of Vikings;  
The faith of Crusaders and the determina-  
tion of great warriors  
Who drive the enemy over his last line of  
resistance.  
For I am the tide of conquest and victory.  
I am the mother of heroes and of me great  
men are born.  
I am the world's greatest game.

I brook no weaklings  
And my sons are strong men within whom  
is red-running blood.  
Nimble of foot, broad of shoulders, swarthy  
powerful scions are mine.  
Firm of limb, sound of body, with hearts of  
courage.  
And the will to do or die—  
Such are my men.

I am the onrushing back who strikes with  
shattering fury  
And falls over the coveted white line.  
I am the fierce charge of the eager for-  
ward who sweeps all before him.  
The twisting pass, lightning-like run,  
The slashing block, diving tackle, perfectly  
timed interference;  
The dull thud of heavy shoe against oval  
ball,  
The long flight of the spiral and the per-  
fect drop kick,  
Are all my attributes.

I am the tense voice of the quarter  
And the hoarse cheers of excited thousands.  
I am the spirit of a perfect machine.  
I am Art, for I am perfection of body,  
And clocklike coördination of brain.  
I am the sport of gentlemen and the glory  
of young, virile manhood.  
I am the world's greatest game.  
I am Football.

—Brooke Leman.



# Sports and Military Preparedness

By S. C. Staley

Director, School of Physical Education, University of Illinois

THE American people are preparing for the possibility of war. In reviewing the nation's efforts in this connection, however, it begins to appear that the existing plans and programs present one significant defect. Both the lay public and the government are disposed to conceive of the problem as being primarily a matter of machines—airplanes, tanks, tractors, trucks, machine guns, submarines, cruisers, destroyers, etc.—and the materials needed to manufacture and operate them—oil, steel, rubber, etc. In any case, machine power and the related materials constitute the focus of interest and effort. Man power, on the other hand, is not receiving the attention it deserves.

The idea seems to be abroad in the land that, today, the business of fighting consists simply of pressing buttons, pulling levers, and turning dials, in other words, operating machines. By these processes an enemy is quickly and easily destroyed, battles are quickly and easily won. This notion, in all probability, is an outgrowth of the American way of life in which machines play so prominent a part. In war, as in peace, man's function is to operate machines. Thus it naturally follows that machine power is of primary importance, man power of secondary importance.

## **Strength, Endurance, Agility and Stamina Are Essential Qualities of Effective Soldiering**

This concept of war, however, does not coincide with the facts. Fighting today, as formerly, entails the use of all of man's manifold abilities—physical, intellectual, emotional, and moral; the first of these is by no means of least importance; strength, endurance, agility, stamina, skill and suppleness are still essential qualities of effective soldiering. A brief glance at the activities performed by the armies now fighting in Europe proves this beyond question. Marching for long distances with heavy packs, building bridges, digging trenches, scrambling up and down mountains, handling heavy implements, and many other activities of a similar nature are common experiences. All of these activities require huge expenditures of muscular effort and are thus essentially physical in nature.

Then, too, it may be noted that war today, as in the past, is carried on out of doors. The modern soldier, like his predecessor, when actually engaged in fighting must spend a good share of his time living in the open; he must eat, work and sleep in all kinds of weather—rain, snow,

*SHORTLY after the First World War, Mr. Staley began studying the sports of other countries. In 1922 he wrote an article for this publication describing the sports activities in Germany, following the war. No one has made a more thorough study of sports in other countries than he. The suggestions that he makes in this article should be read with interest by every coach and administrator of athletics.*

heat, cold—and come what may. In any engagement, other things being equal, the army with the hardest personnel is destined to emerge victorious.

To the end of avoiding misinterpretation, it seems desirable to add here that the writer of this article has no thought of minimizing the importance of machines in modern warfare. We need machines, lots of machines. The point is that in our concern for machines we have tended to ignore or slight the fact that to be of maximum value they must be handled by competent operators, in other words, skillful, sturdy, courageous men.

The national government has recently passed a Selective Service Act which makes every male citizen of the country from twenty-one to thirty-five years of age, inclusive, liable to military service. Providing, as it does, a means of expanding our military forces—man power in its qualitative aspect—this act has brought a new feeling of confidence regarding the safety of the nation. Any invader, of course, will be immediately annihilated. This conclusion is based on the belief that all, or at least a high percentage, of the young men of the country are athletic, robust, and "full of fire."

But those of us—doctors, nurses, sports teachers, recreation workers and athletic coaches—whose work entails inspecting, testing, and studying the physical condition of the young men of the country, and who, as a result, possess first-hand knowledge, are not disposed to be so optimistic. The facts are neither pleasant nor gratifying, but since they relate very definitely to our own future, it seems advisable to record them with the hope that we may do something about improving the situation before it is too late.

First, it may be noted that because of a variety of physical handicaps, a very large percentage of the young men of the nation are totally unfit for active military service. During recent months a number of reports have made their appearance in the magazines and newspapers which fully substantiate this state-

ment. The figures vary somewhat but, in the main, the percentage of men rejected for physical reasons ranges between twenty-five and fifty per cent of those examined.

Secondly, it may be noted that of the remainder—those who possess no serious defects and who thus qualify for active military service—a large proportion is in very poor physical condition. Or, to put the matter bluntly, a large share of the young men of the country is soft, weak, and clumsy, in other words, physically incompetent. There are no comprehensive studies available which might be cited in proof of this assertion, but anyone who has had occasion to work with this group knows it to be true.

Limited studies carried on among students at the University of Illinois, however, can be considered as indicative of the general situation. In a recent study, for example, we found that many of those examined could not chin themselves even once; also that many could not make one dip on the parallel bars. Other studies have shown that even a larger percentage cannot do so simple a feat as "skinning the cat." Many students can not jump over a waist-high fence and many cannot run a half mile at their own pace without becoming utterly exhausted. Twenty per cent of the students who enter the university as freshmen cannot swim. An amazingly large percentage is awkward, stooped, flabby, and unenduring, and most significant of all, a large number of them are quite indifferent about it.

## **Ability to Perform Athletic Activities Useful in War**

The writer does not wish to imply that the ability to chin, or dip, or "skin the cat," or jump, or swim, or to perform any other particular athletic activity is absolutely essential to efficient soldiering. It must be admitted, however, that at times such prowess might be very essential. Some of the British soldiers who escaped from Dunkirk, no doubt, found that the ability to perform some of these activities was very useful; and, furthermore, some of those who failed to escape, no doubt, failed because of their inability to perform one or two of them. The essential point to be noted here, however, is that the information presented above is crudely indicative of the low state of physical fitness of the young men of the country. There are too many who can do too little.

From the information available it seems

fair to assume that less than one-third of the total population of conscription age constitutes good military training material and eventually good fighting material. The importance of having good material, and, furthermore, having plenty of it should be emphasized. It is axiomatic in coaching circles that the all-important factor in winning athletic contests is men. The team with the largest number of good performers usually wins. Many football games have been lost because of a shortage of good reserves. This, it may be assumed, also holds true in fighting wars. It should be remembered, though, that modern armies are comprised of millions of men. Any nation that goes to war with a handful of "crack troops" and a mob of "motor morons" is doomed to lose.

The men and women who came to this country in the sixteenth, seventeenth, and eighteenth centuries and set up the early American colony were strong, virile, and dynamic. The men and women who later pushed their way westward and settled the Mississippi basin, the Rocky Mountain region, and the Pacific Coast were of the same stamp. For three hundred years and more this land was occupied by people who had muscles in their backs and courage in their hearts. Half a century ago the pioneering stage was over. We began to reap the benefits of our forefathers' enterprise, ingenuity, and labor in the form of steam heat, automobiles, electric lights, gas stoves, store bread, factory clothes, air-conditioned offices, inner-spring mattresses, canned foods and many other labor-saving devices, conveniences, and comforts. We entered a new period—a period that has been called the "era of machines." It might also be called the "era of ease."

In many respects this mode of life has been pleasant and good. But it now appears that it also contains certain elements that are deleterious. As a matter of fact, it is producing certain outcomes which, if unchecked, will lead to our destruction. It is breeding a race of "softies."

The first products of the machine-age pattern of life are with us, and may be seen and evaluated by anyone who will take the time to look and ponder. The situation promises to get worse unless we undertake to do something about it. It becomes ominous when we consider the fact that we are living in a world inhabited by nations with aggressive tendencies. If we want to preserve our future we must do something—and at once—to improve the physical condition and physical ability of our people.

This brings us to the question, what? There are undoubtedly many things that might be done which would contribute to improving matters. A great deal might be accomplished through the creation of more adequate programs of physical edu-

cation, health education, public health, recreation, camping, vocational education, work, and the like. But these will not be discussed here. It is proposed rather to confine the present article to a consideration of the subject of sports—a field of activity, which if properly developed, is peculiarly adapted to making a marked contribution toward the attainment of the wanted end.

The question may be asked, just how does sport relate to the matter of military preparedness? Sport is essentially play; war is essentially work. The two do not seem to mix. There is nevertheless a direct and positive relationship. Sport constitutes a primary means of developing and maintaining the high degree of physical competence needed by fighting men. It should be noted also that the qualities under consideration cannot be developed in a few days, or a few weeks, or even a few months. It is a matter of years, and the best time to do it is during the periods of childhood, adolescence, and early youth.

### *A Background of Physical Conditioning Necessary*

It is true, of course, that the best way to train individuals for fighting is to have them study and practice the specific activities involved in fighting. Apart from this, however, there can be no question about the fact that a program in military training carried on with recruits who are in prime physical condition will proceed much more rapidly than a program carried on with recruits who, in addition to being in need of training in military activities, also need conditioning so that they can effectively practice and perform these activities. And we can be sure that when the day of fighting arrives those individuals who have a long background of physical conditioning will stand up better than those who do not have this background.

There can be no doubt that, if during the past decade a larger proportion of the young people of this country had participated more extensively in sports, the number of young men qualified for active military service would be much greater than at present, and of those accepted for this service a larger percentage would be in condition to take the required training than is the case at present. I am sure that our military leaders would be overjoyed if those who were now entering the army as recruits had been and were all-round athletes and sportsmen.

The foregoing remarks naturally bring up the question, what has been and is the situation with respect to participation in sport in this country? It is a common notion that we are a sport-loving people. If asked, most Americans would, no doubt, say that the people of the United States

participate extensively in this type of activity. Moreover, most of them probably hold the view that there is more participation in sport in this country than in any country on the face of the earth.

It is true that a considerable number of our people participate in sports—witness the number of children playing games in the street and on playgrounds, the number of boys playing on high school and college athletic teams, and the number of adults engaged in golf, softball, basketball, bowling, swimming, and scores of other sports. At first glance this picture seems impressive. It is not so impressive, however, when we pause to consider all of the related facts; particularly the fact that the population of the country now exceeds 130,000,000; and the fact that there are 365 days in the year.

The plain facts are that the American people as a whole do not participate extensively in sport. Anyone who questions this statement is invited to make a canvass of the sport practices of his own immediate friends. When making such a canvass he should bear in mind that to be really valuable, sports must be engaged in frequently and regularly. Most of us do fairly well up to the age of eighteen or twenty; then we join the "Society of Sitters."

Most of my fellow citizens express surprise and doubt when informed that in sports participation we have actually lagged behind most of the so-called civilized countries of the world. On each of the several occasions when I have made this statement to friends or acquaintances someone has always made the rejoinder, "Why, that can't be true. We won the last Olympics." This calls for two comments.

First, we did not win the last Olympics; they were won by Germany. The score, stated in terms of places won in the hundred-odd individual events included in the program, for the two leading contestants, Germany and the United States, were as follows: Germany—first places, 33, second places, 26, third places, 30, total places, 89, United States—first places, 24, second places, 20, third places, 12, total places, 56.

Second, a country's Olympic record does not constitute a satisfactory criterion for judging its sports participation practices; nor is it a sound basis for determining the national benefits derived from such participation. It should be remembered that only a small number of people participate in these games. In the last Olympics, for example, the American team was comprised of about 400 active participants; the German team was a trifle larger. Winning the games is a matter of superior performance on the part of a few stellar contestants. In terms of national welfare this, of course,

*(Continued on page 57)*

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JOHN L. GRIFFITH, Editor

## *The Value of School and College Athletics in the Present Crisis*

By

JOHN L. GRIFFITH

V.

### *Athletics in a Long Drawn-Out War*

A NUMBER of experts have suggested that the American people are going to police the world for the next ten or fifteen years. We mention this, not with the idea of supporting or attacking a long-war thesis. It will profit us, however, to think of the kind of athletics we will have during a long drawn-out war period if these so-called experts are right.

In the first place, if we do abandon our age-old policy of avoiding foreign entanglements and decide that our responsibilities are world wide, then the men and women engaged in physical education work have a big job on their hands. Boys who are now ten or twelve years old will be called by selective service to carry out our nation's policies before a fifteen-year war is ended. The task of getting these young people ready for that service can start and should start now.

We will need athletics during the decade and a half of war, which the experts predict we will experience, not only for the young people who will do the fighting, but also to keep a citizenry physically fit to carry the burdens that such a gigantic conflict will entail.

If we are going to go through this experience of settling the world's problems by armed force, we will find adjustments necessary here at home; adjustments that will have some effect on our athletic and physical training program. For instance, it is now being suggested that automobile production will be cut 70 per cent within the year. This means that a great many of our people who have been

accustomed to ride in automobiles will be walking before long.

Our people, many of whom at least have not been accustomed to hard work, will be forced to work long hours and engage in work which was not new to their ancestors but which will be more or less new to them. This will mean, in a sense, that work will be a substitute for certain types of sports and athletics. As we have previously suggested, history is a record of a people going up hill in wooden shoes and coming down the other side in silk stockings. We have been living in the silk-socking era and now we are approaching the wooden-shoe period. Hard work makes people tough; football and basketball and other rough and tumble games harden our youth.

In spite of the fact that the American people, in the event of a long war, will be hardened and toughened by hard work, there will still be need of a supplementary physical training program. The French people undoubtedly are going through a wooden-shoe period, or perhaps a no-shoe period. The French government, however, has been vigorously promoting a national sport program for the people of France.

The Secretary of the Navy whose statement appears elsewhere in the Journal states that our educational institutions have tended to neglect the physical education of American youth for their intellectual development. We have always insisted that physical education and academic education should go hand in hand and neither should be permitted to interfere with the progress of the other. If, however, we assume not only the white man's burden, but the black man's burden and the yellow man's burden as well and if we try to carry the four freedoms to all parts of the world, then it undoubtedly is true that the educators who shape the policies of the schools and colleges will be forced to give the physical education leaders more of an opportunity to carry on their work than they have enjoyed in the past.

When Hitler became the one-man-government of Germany, he revised the school system from the bottom to the top. In that system, physical fitness and physical achievement were rated ahead of mental achievement. We do not want to see such a change take place here but we are pleading for more physical education in the grade schools, high schools, and colleges of the country.

Those who have had the fun and experience of coaching football know that it is better to overestimate the strength of an opponent than it is to underestimate the strength of those who are to be met in the game that is coming up. We may not like to think that we are going to send our soldiers to all parts of the world to spread civilization, Americanism and Christianity, but it is wiser to plan with this in mind than it is to wait until we are carrying the world war to all parts of the world. Before the 1929 depression, very few people realized that a depression was in the offing. Those who were able to look ahead and see what was coming protected themselves and saved their investments. If



we can look into the future and if the future has a long drawn-out war for us to consider, then we are smart if we start building our school and college athletic and physical training programs accordingly.

The schools and colleges have built physical plants worth hundreds of millions of dollars. More than fifty thousand trained instructors are conducting the physical education programs in these institutions. It has been demonstrated that the rejections of drafted men who had training in athletics in the educational institutions number less than the rejections of those who dropped out of school before entering or finishing high school courses.

The responsibilities of doing a great job in helping our boys develop strong and healthy bodies and of developing in them the will to win rest very largely on the shoulders of our school and college athletic men. We are sure they will meet those responsibilities.

### ***The Program of Physical Training for French School Children***

**S**HORTLY after the collapse of France in the present European war, we reported that the Vichy Government had instituted a nation-wide physical training program. In this the French followed the example of Germany, which nation, following the last war and after the Treaty of Versailles, promoted a sports program for the entire German people. The European peoples appreciate the value of physical training in terms of military preparedness.

Recently, however, the press has reported that because of restricted diets due to the scarcity of food, the full program of physical training prepared for French school children would not be applied. It was further stated that the schools, in order for the children to have adequate sleep, would open at 8:30 instead of at 8:00 o'clock. Their physical exercise periods were to be reduced from five hours weekly to three for boys and from four hours to two for girls.

Here in our country where most of our thirty million boys and girls who are enrolled in educational institutions have enough to eat, their compulsory physical training programs have been limited to an hour or two a week. We frequently receive complaints because the American people are tremendously interested in championship games. Those who raise this point feel that we cannot have highly organized competitive athletics and, at the same time, have a program for the entire student body. Those who think in these terms have not thought the matter through. Last Saturday we attended the Minnesota-Michigan football game at Ann Arbor. The paid attendance at this game was officially reported as 85,741. The interesting thing to note is this: Although these two competing institutions have maintained intercollegiate teams composed of boys who are above average in physical attainments, they

have also provided splendid programs for their full student bodies. One of these institutions not only has maintained a fine program for all the students on the campus, but has been instrumental also in helping promote community athletics in approximately two hundred towns and cities in its native state.

Since the last war we have been suggesting that our educational institutions give adequate time to the promotion of physical training programs. If the French people can afford to require their school boys to engage in physical exercise for at least three hours a week, we in America should be able to do as well. The French, in a sense, are trying to lock the door after the horse is stolen. Will we, as a people, have sense and foresight enough to do the necessary thing before it is too late?

### ***The America We Defend***

**O**N September twenty-ninth Paul V. McNutt, Federal Security Administrator, delivered an address before the Twenty-Sixth National Recreation Congress, Baltimore, Maryland. Among other things Administrator McNutt stated:

"Why not use our school buildings on more than a part-time basis? Letting them stand empty and idle and useless for hours and days and months on end is an expensive folly. Do not mistake me. I am arguing not against good schools, but in behalf of their full-time use—for lights and heat and custodial service, and above all, for recreational leadership. Let us open indoor gyms and outdoor playing fields, shops and laboratories, auditoriums and class rooms to everyone who wants to ride a hobby or pursue a sport."

The JOURNAL has been for a number of years calling attention to the fact that it would be fine if all of our communities could use school playgrounds, swimming pools, gymnasiums, and athletic fields when they were not being used for school purposes. In some places community programs have been worked out due to the fact that the civil authorities and the school authorities have collaborated in the promotion of civic recreational activities. We are pleased to know that Administrator McNutt is using the influence of his office as well as his own personal prestige in advocating this very sane and sensible plan.

### ***The Pinch of War***

**L**AST month it was necessary to mail some of the JOURNALS in half-size wrappers. This issue will be mailed exclusively in wrappers of reduced size. It is almost impossible to secure Kraft paper due to heavy demands for it in the defense program.

We were caught unprepared in regard to Kraft paper. While we are attempting to make the necessary adjustments, we hope that our readers will bear with us and that they will receive the JOURNAL in good condition.

# Football Offense of 1941 in the High Schools

**I**N our annual review of football offense, it is our purpose to show various trends in offense in each state. Although many duplicate plays have been omitted, there are still some in order to have each state represented.

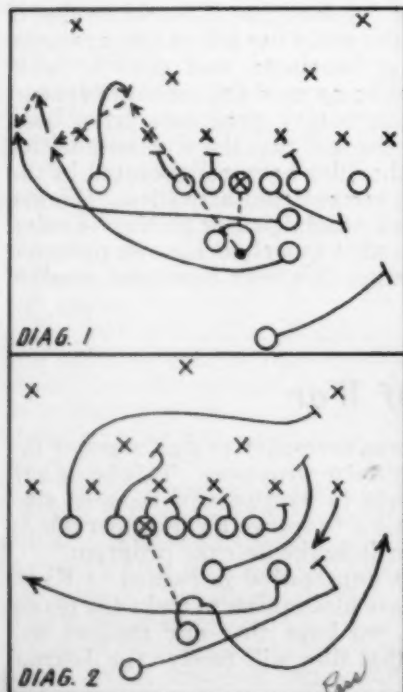
Because the T formation has been given considerable attention recently, our scouts were asked to report on the extent of its use in the different states. That information when supplied has been included at the end of each state write-up. In order to present as many plays as possible, the write-ups have been made as brief as possible, with blocking assignments omitted in the play descriptions.

## Alabama

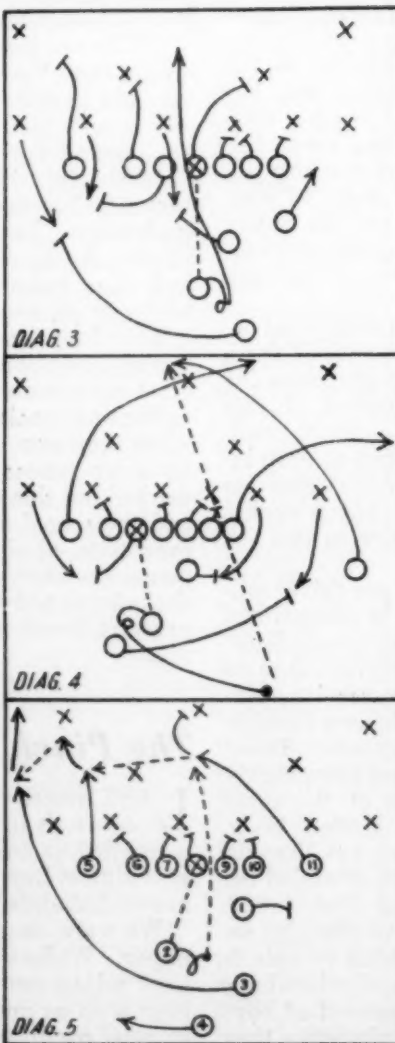
Diagram 1 is a forward pass play with two laterals. Diagram 2 is a fake reverse around right end. Diagram 3 is a half spin over center with nice trap blocking. Diagram 4 is an end pass play, with the ends crossing.

## Arizona

Diagram 5 is another forward pass with a double lateral, this time end to end to 3 back. Diagram 6 is a spread play with 4 shooting a quick pass to 2. Diagram 7 is an end run from the T formation. Two



*THE author of the poem, "The Soul of Football," Brooke W. Leman, has spent the majority of his life in athletics. During World War I he was commissioned a captain and was executive officer of the army team competing in the 7th Olympic Games in Antwerp. While at Camp Devens he was cited for bravery. Mr. Leman was stationed in six camps during the war as well as serving in the War Department in Washington. He resigned his commission following the war and became associated with one of the large sporting goods companies, of which he is at present vice-president in charge of sales.*



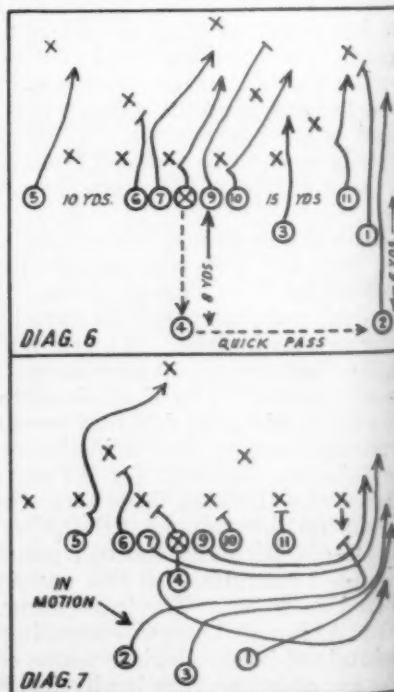
is in motion. Diagram 8 is a forward with a double lateral from the T formation. The quarterback makes a jump two-handed pass. Several teams in Arizona are using the T formation with considerable success.

## Arkansas

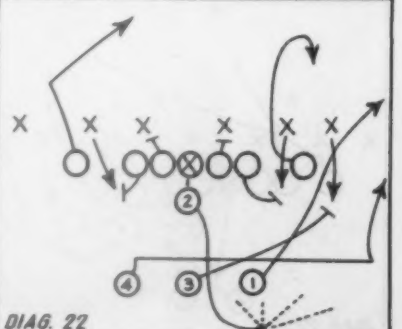
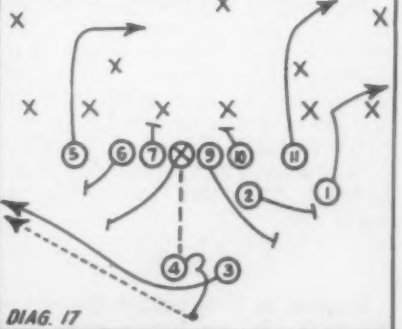
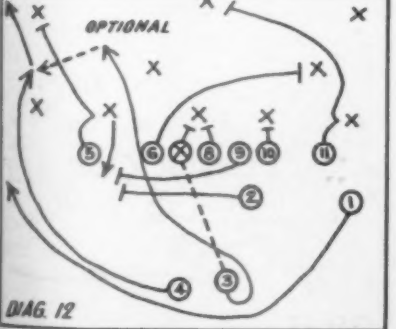
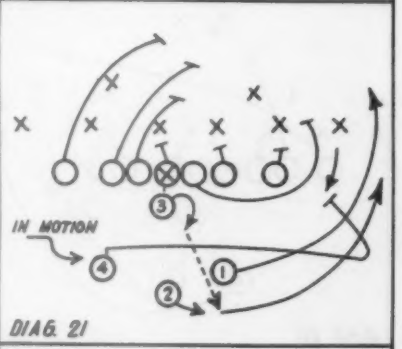
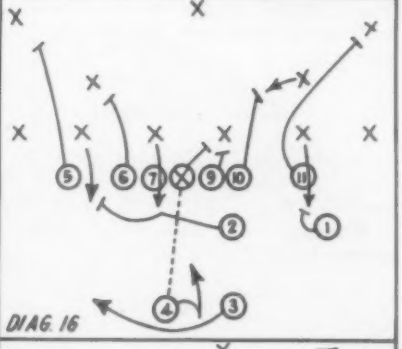
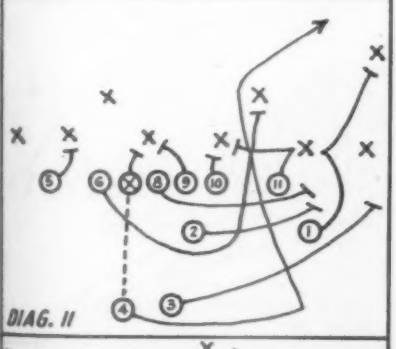
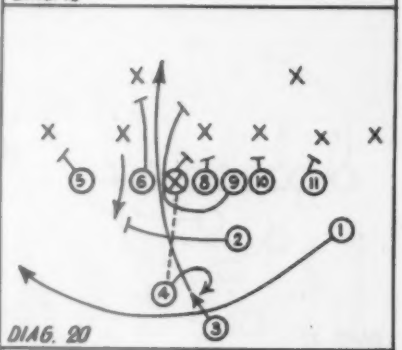
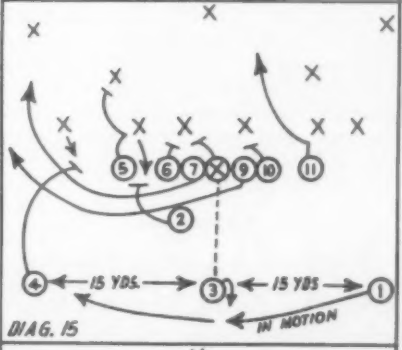
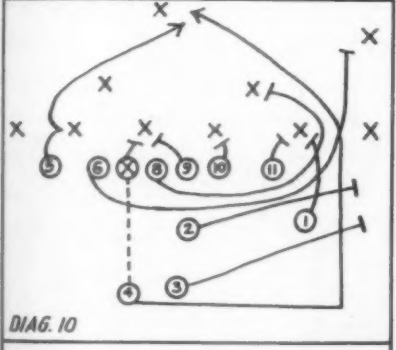
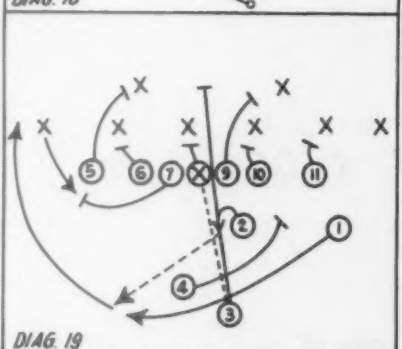
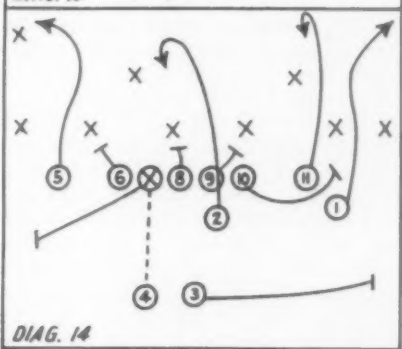
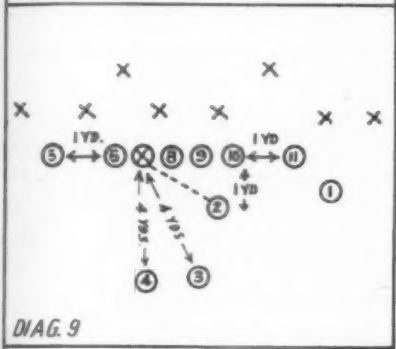
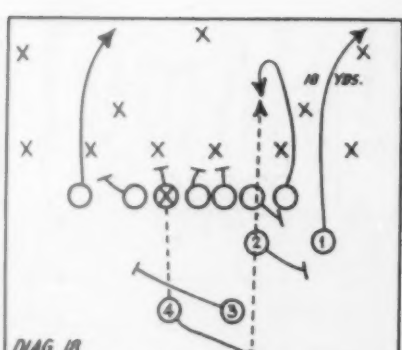
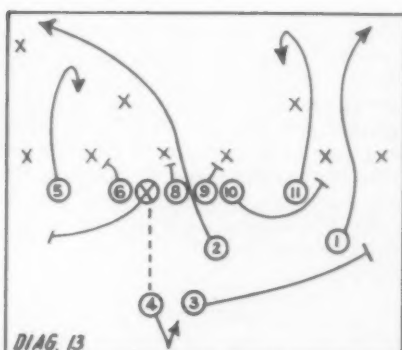
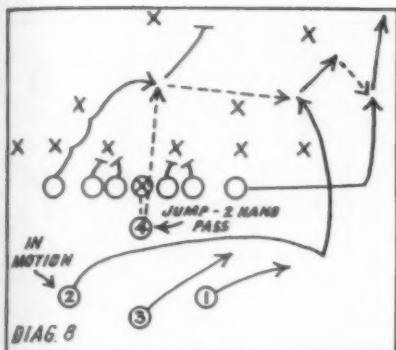
Diagram 9 is a basic single-wing formation with 1 flanking the tackle, tail backs are even. Diagram 10 is a cut-back outside the defensive left tackle. Diagram 11 is a cut-back inside tackle. Diagram 12 is a spinner inside the weak-side defensive tackle. Diagram 13 is pass play with the ends button-hooking back. Diagram 14 is a companion pass play to Diagram 13. Diagram 15 is from the T formation with backs spread. The man in motion receives the ball on a half spin. Diagram 16 is a nice trap play on the guard. Diagram 17 is a pass off of a half spin to the fullback in the flat zone. Diagram 18 is a pass to the right end who button-hooks back. The T formation is little used in Arkansas. Only one of the larger schools is using it.

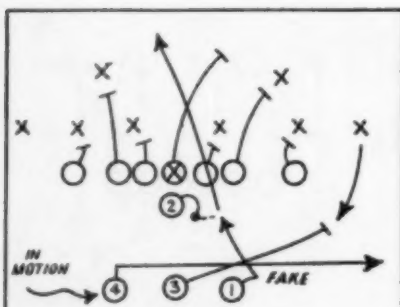
## California

In Diagram 19, 3 drives forward and hands the ball to 2 who laterals to 1.

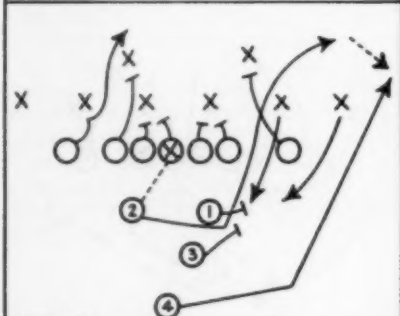




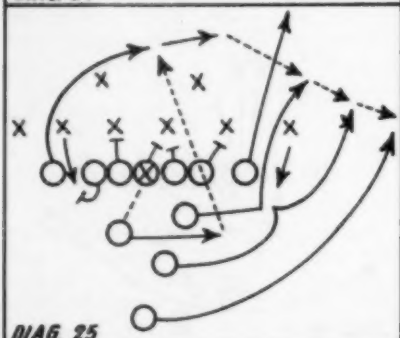




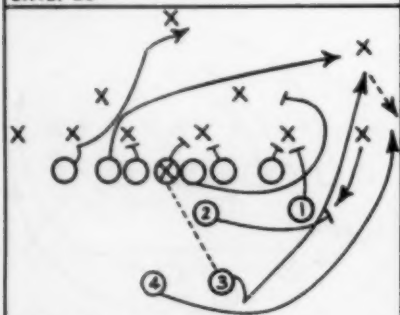
DIA6. 23



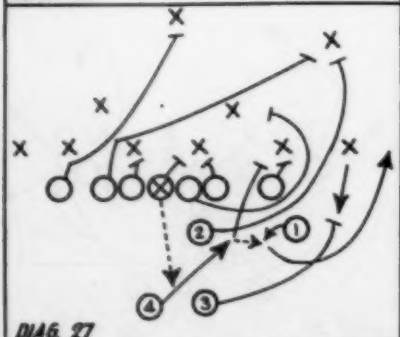
DIA6. 24



DIA6. 25



DIA6. 26



DIA6. 27

Diagram 20 is a left half to fullback spin with the right half in motion. Diagram 21 is a lateral and end run from the T formation with man in motion. In Diagram 22, the quarterback fakes a lateral and goes back to pass. In Diagram 23, the quarterback fakes to 3 and gives the ball to 1 who goes over center. The T formation has been adopted by several California high schools.

#### Colorado

In Diagram 24, a run from punt formation, 2 cuts inside tackle with an eventual lateral to the tail-back. Trap play on tackle. Diagram 25 is a quick-pass play to the left end with laterals. Diagram 26 is a half spin outside tackle from a single-wing formation with balanced line. The lateral is optional. In Diagram 27, the tail-back fakes driving inside tackle and hands the ball to the wing-back who goes wide. Diagram 28 is a pass sequence of Diagram 27. The tail-back drives on through to become a potential receiver. In Diagram 29, the tail-back and blocking back fake a shoulder block at the defensive right end. The offensive right guard then drives him out ahead of the wing-back who receives the ball on a full spinner from the fullback. Diagram 30 is a nice trap play to use against hard charging lines. Not much T formation is being used in Colorado.

#### Connecticut

Diagram 31 is a lateral forward pass play run from the T formation with man in motion. Diagram 32 is a weak-side spinner from the single wing-back formation. Several schools are experimenting with the T formation this year in Connecticut.

#### District of Columbia

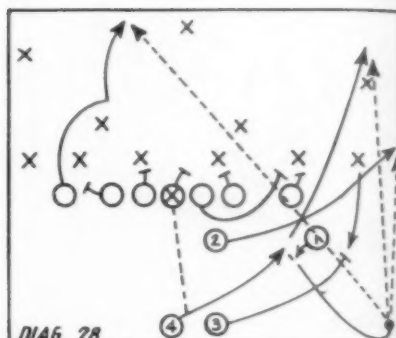
In Diagram 33, the ends are split a yard. The play is a reverse around the weak-side end. In Diagram 34, the ball is handed forward to the wing-back for a reverse to the weak side.

#### Florida

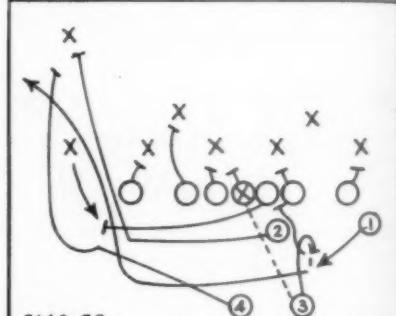
Diagram 35 is another forward pass play with the ends crossing. This time the tail-back also becomes a potential receiver in the flat. Diagram 36 is an end-around play. In Diagram 37, the ball is snapped to 4 who spins and fakes to 3 giving the ball to the end who laterals to 2. Two laterals across to 3 who has angled back. Three then passes to the right end.

#### Georgia

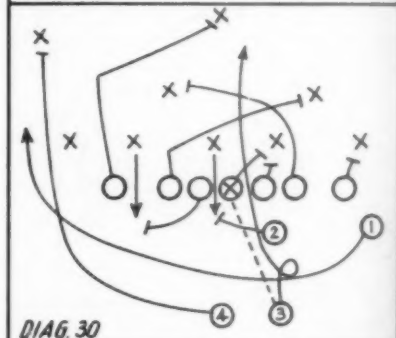
Diagram 38 is an inside-tackle play to the weak side, run from a single wing.



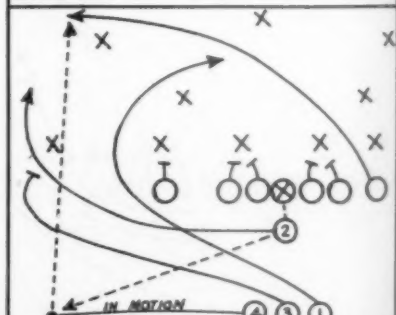
DIA6. 28



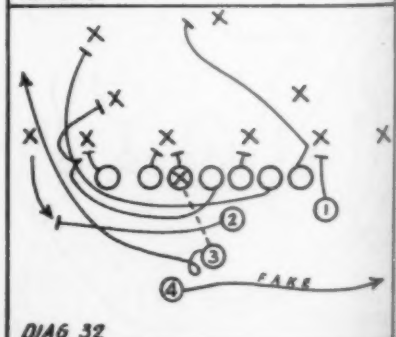
DIA6. 29



DIA6. 30



DIA6. 31



DIA6. 32

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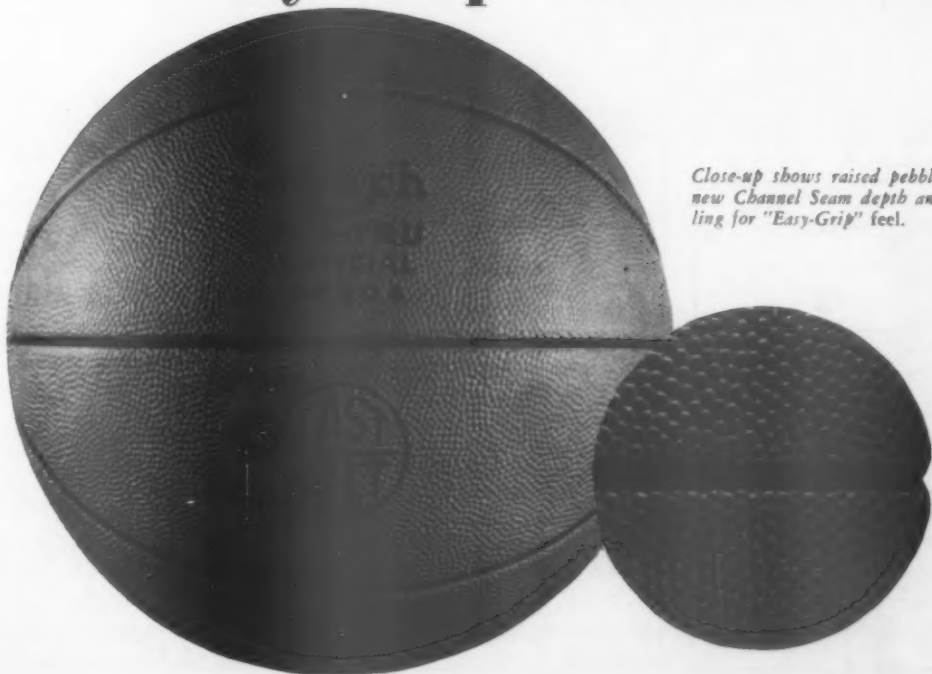
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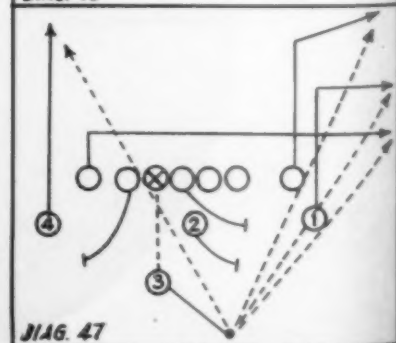
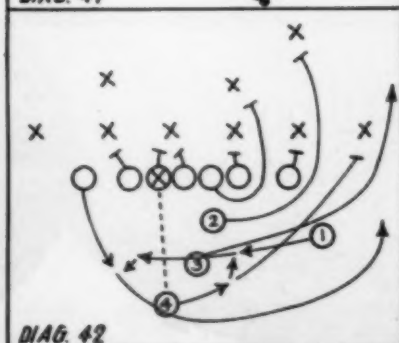
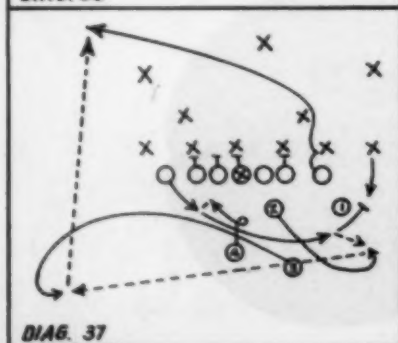
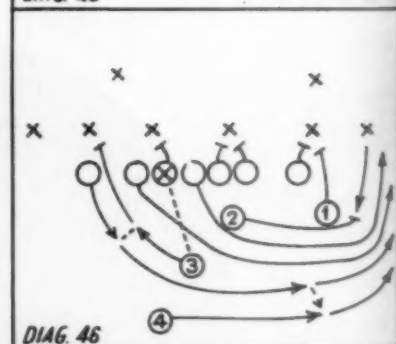
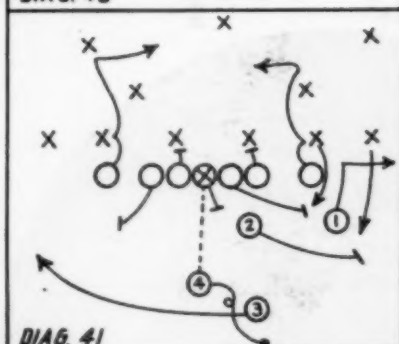
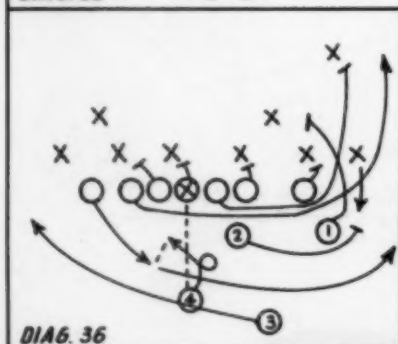
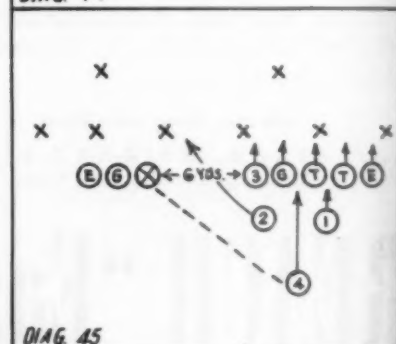
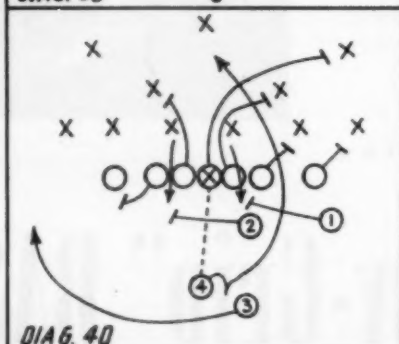
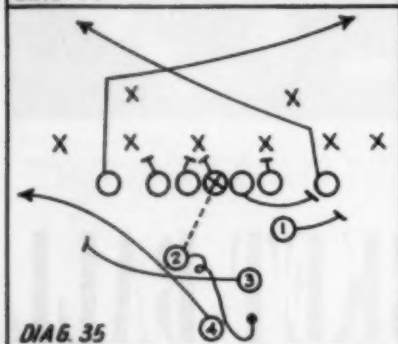
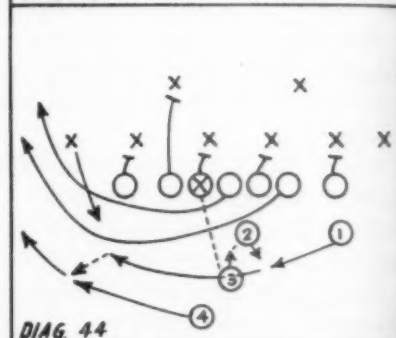
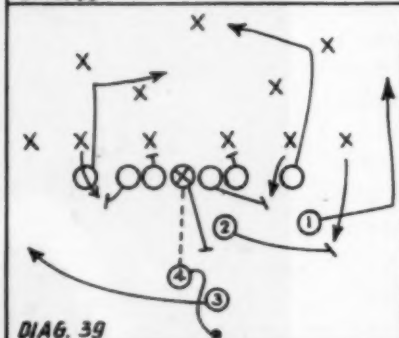
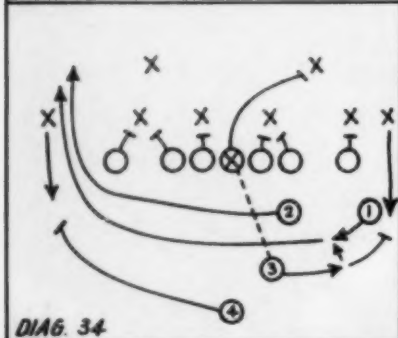
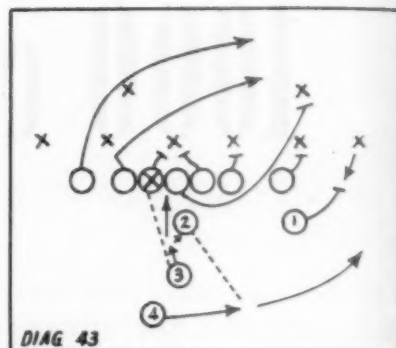
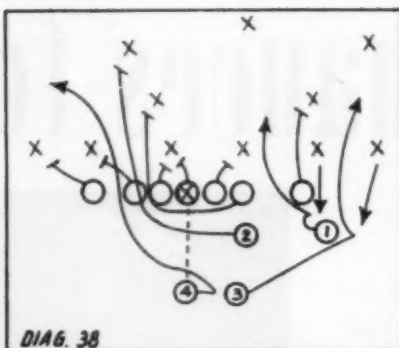
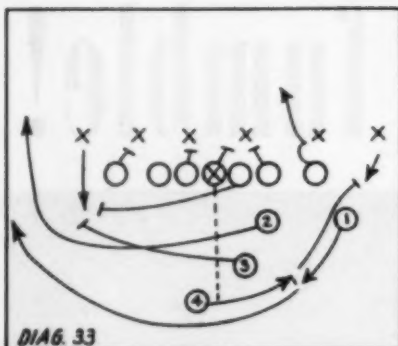


*Dribble and slap pass with the player changing direction, an offensive manoeuvre under the basket. Multi-flash photo taken at SPALDING Research Laboratories shows Nat Holman, coach of the College of the City of New York.*

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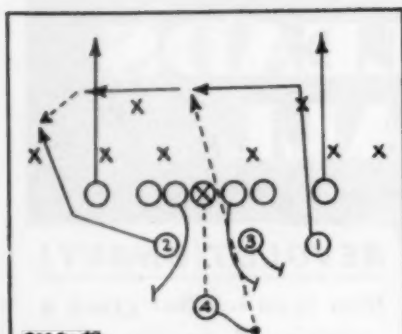
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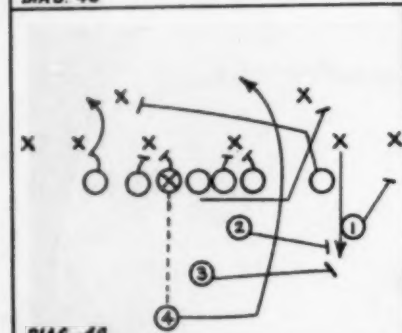
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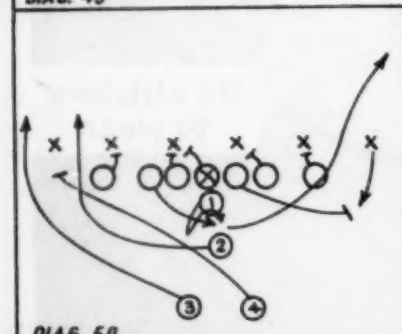




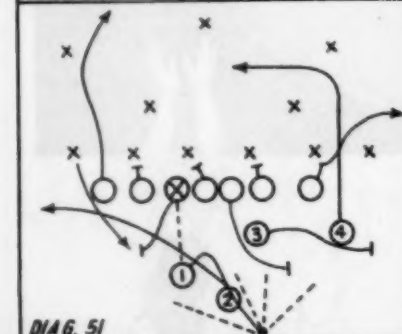
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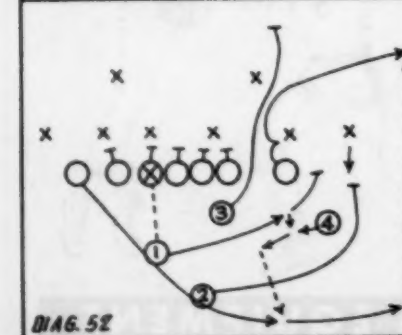
DIA 49



DIA 50



DIA 51



DIA 52

Diagram 39 is a pass to the wing-back after a fake to 3. Diagram 40 is half spinner inside the strong-side tackle. Diagram 41 is a good short forward pass play. The ends brush the tackles and the wing-back draws the strong-side-line-backer out. The pass usually goes to the right end.

### Idaho

Diagram 42 is a double reverse. The ball goes from 4 to 1 to the left end. Diagram 43 is a fake buck with a lateral. Three drives into the line and hands the ball to 2 who laterals to 4 who goes wide. Diagram 44 is a fake buck with a triple lateral. Ball goes from 3 to 2 to 1 to 4. Diagram 45 is a spread formation used only near the goal line. In Idaho, only one Class A school is using the T formation this year.

### Illinois

Diagram 46 is an end around reverse with lateral from a single wing. The ball goes from 3 to the left end to 4 who goes very wide. Diagram 47 is an optional pass play from double wing. The ball is snapped to 3 who fades and throws a pass to one of four potential receivers. Diagram 48 is a forward lateral from a short punt. Diagram 49 is a trap on the tackle.

### Iowa

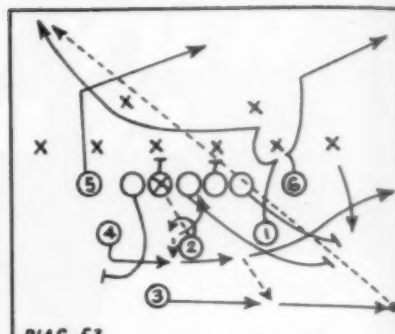
Diagram 50 is run from an inverted Y formation. One faces 2. One fakes the ball to 2. The left tackle delays, then pulls out and receives the ball from 1. The play goes outside tackle on the strong side. In Diagram 51, 1 fakes to 2 who goes on to the flat. The right end blocks for a 3 count and then cuts to the flat. The pass usually goes to 2. Diagram 52 is an end-around with an option of running or passing the ball. The ball goes from 1 to 4 to the left end who passes to the right end.

### Kansas

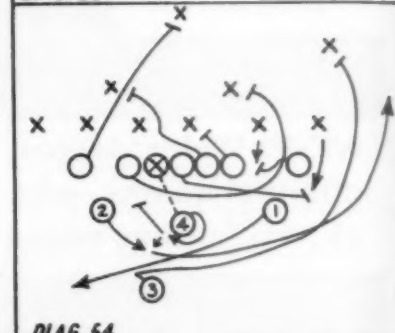
Diagram 53 is a lateral forward pass play from a modified double wing-back formation. The ends are split 2 yards, the wing-backs line up in the holes a yard and a half back of the scrimmage line. One blocks for a two count and then runs parallel to the line of scrimmage, before cutting down field. The ball goes from 2 to 4 to 3 who passes to 1. In Diagram 54, the quarterback spins, fakes to the right half and then hands the ball to the left half. Although several Kansas colleges have adopted the T formation, it has found little acceptance among the Kansas high school coaches.

### Kentucky

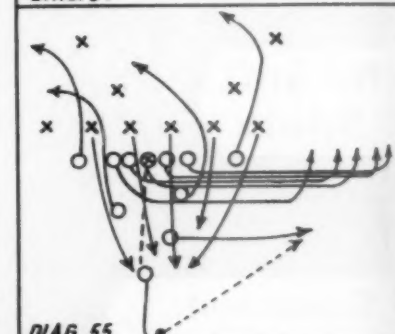
In Diagram 55, the passer gives ground,



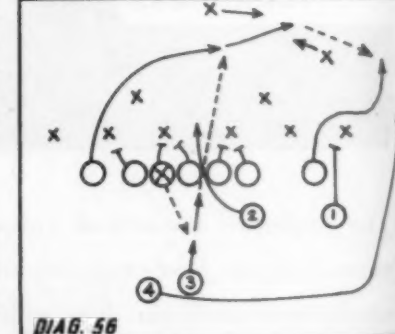
DIA 53



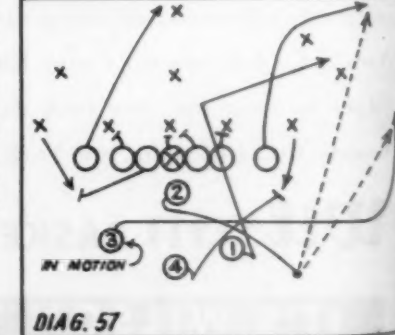
DIA 54



DIA 55



DIA 56



DIA 57

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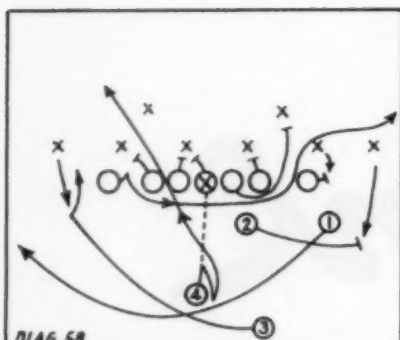
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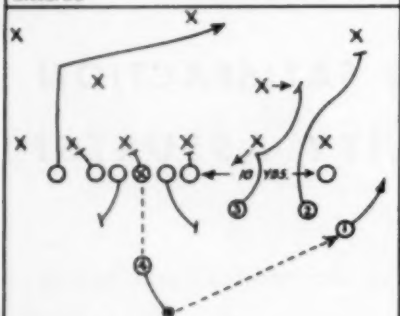
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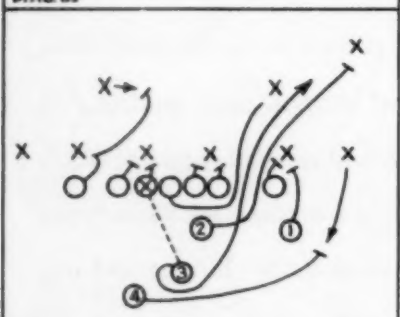
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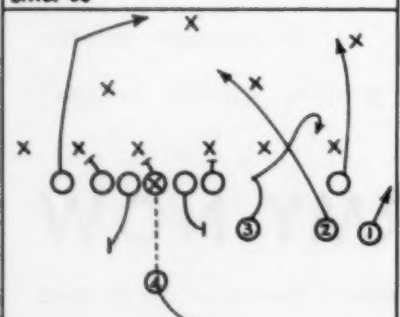
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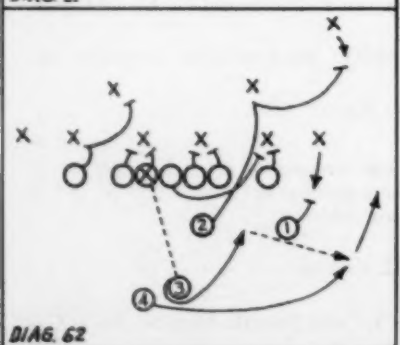
DIA6 59



DIA6 60



DIA6 61



DIA6 62

permitting the line to re-form to the right. The right half brushes the end and goes over to receive the pass. In Diagram 56, the fullback fakes a buck at the line, jumps and throws a pass to the left end. The lateral is optional. Diagram 57 is a forward-pass play from the T formation with the man in motion being the receiver. Diagram 58 is run from the Notre Dame box with a man in motion. Four spins and double fakes to 3 and 1. He then drives forward and gives the ball to the left end who has delayed. The end attempts to sneak the ball down the sideline. Diagram 59 is a forward pass from spread formation. Four drops back several steps to take the pass. Diagram 60 is a fullback spinner to the strong side with a fake to the tail-back. Diagram 61 is an optional pass play from spread formation to 1, 2, 3 or the right end. In Diagram 62, 3 spins, fakes to 1, then drives into the line, then jumps and laterals to 4. Very little T formation is being used in Kentucky.

#### Louisiana

In Diagram 63, 1 spins and fakes to 3, then gives the ball to 4. Two performs the trap on the tackle.

#### Maine

Diagram 64 is a fake play over center, with 2 faking to 3 and then giving the ball to 4 who goes over center. In Diagram 65, 2 spins and drives outside the weak-side tackle.

#### Maryland

Football is not sponsored by many schools in Maryland. Of those sponsoring football, only one is using the modern T formation. Diagram 66 is used in a sequence after the 3 back has hit inside tackle several times and has drawn the defensive left half in, expecting another plunge.

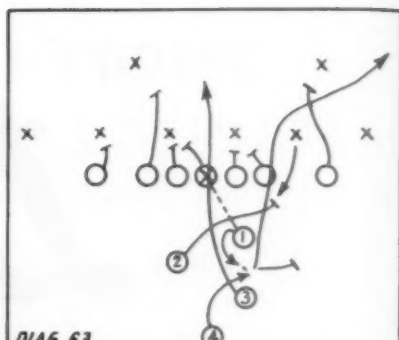
#### Michigan

Diagram 67 shows a delayed pass from a short punt formation. Diagram 68 is a reverse forward pass. Four fakes to 3, gives the ball to 1 who throws the pass. In Diagram 69, the ball is snapped to 3 who half spins and fakes to 4, then drives inside the strong side tackle. Diagram 70 is a reverse play, the ball going from 4 to 1.

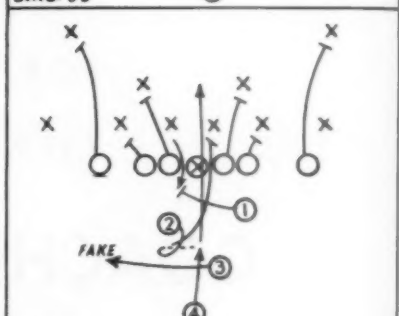
#### Minnesota

Diagram 71 is a fake cross-buck from a Y formation. Three spins, fakes to 2 and sneaks outside defensive tackle. Diagram 72 is a sweeping end run from an unbalanced line. The right end flanks the defensive end. The other three backs

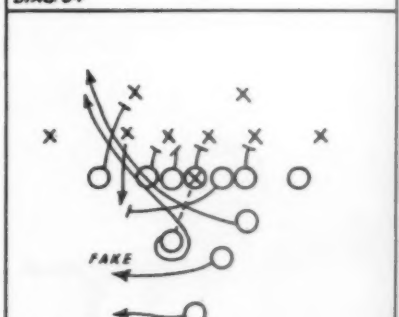
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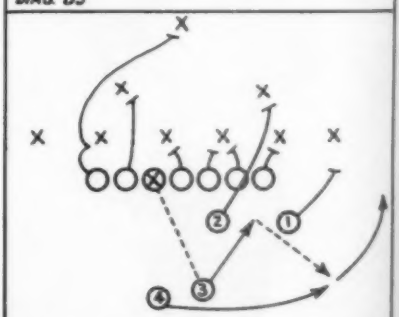
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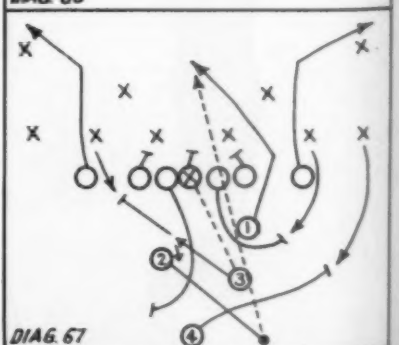
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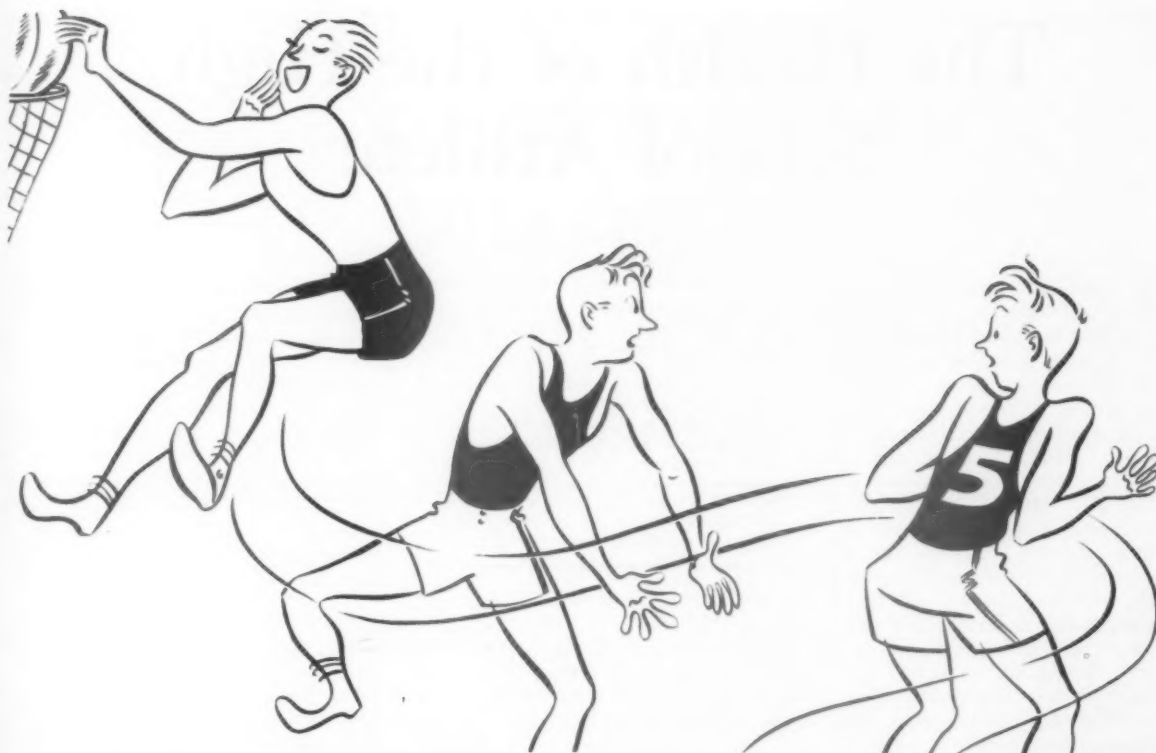
DIA6 65



DIA6 66



DIA6 67



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**THE CONFERENCE**—Peg top; reinforced extra quality canvas upper; loose lining; padded tongue; sponge cushion heel; duck cushion insole; ventilating eyelets; "Posture Foundation"; modern positive-traction "Rubalock" molded sole.



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Hood Basketball Shoes also provide the sensational non-skid "Rubalock" sole. Built on the principle of the modern non-skid tire with four levels of staggered tread. Sure grip for lightning pivots, sudden stops.

And there are many other valuable features in Hood shoes—like the Sponge Cushion Heel and Duck Cushion Insole to absorb shock, the smooth inside to prevent blistering and chafing, the ventilated uppers, and the *economical* long-wear construction—that make Hood shoes an ideal choice.

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Hood Rubber Co., Inc. Watertown, Mass.





# The Health of the High School Athlete

By J. W. Wilce, M.D.

THE question of the influence of high school athletics under modern conditions from the standpoint of the health of the high school athlete has never been adequately studied. Surgical aspects of sports injuries have received considerable attention, particularly at the college level. Constructive methods of preventing traumatic injuries, particularly in football, and improved coaching administration of that sport have resulted from these studies. Broken bones, sprained ankles, dislocations, and the cases of athletes who are "knocked out cold" are spectacular and understandable even to spectators. Medical injuries as contrasted with the surgical type are more subtle and much less spectacular.

The natural strength, health and energy of the athlete are commonly accepted as being above that of the average student. This is generally the case. The point that is not so generally understood is that boys with active as well as with chronic "heart trouble," tuberculosis, nephritis, diabetes, or many lesser strictly medical conditions have and do successfully participate in intensively competitive sports. High school basketball players have dropped dead on basketball floors, presumably because of undiscovered or unknown conditions in their hearts which are put to too great strain by the heavy activity. Unless some such thing as this happens or the athlete starts to lose his energy in such a degree that it interferes with his efficiency as a player in an obvious way, these conditions are sometimes never discovered, or at least not until after the school athletic experience has been completed.

The number of these cases is not great compared to the number of boys and girls constructively competing in American sports. My twenty-year experience in medicine and my forty-year experience in sport have convinced me that the number of cases, mentioned above, are greater than is commonly thought to be the case. I have definite cases in my personal medical files and in those of Ohio State University Health Service to support the above statements. In the last thirteen years since I have given my entire time to medicine, the number of these cases has constantly mounted. Lest some coach say to himself at this point, "This fellow is just another athletic reformer," let me hasten to say that I take off my hat to no one as an ardent and enthusiastic booster for honest, educational American athletics at all levels, with reservations

**DURING** his undergraduate years at the University of Wisconsin Dr. Wilce was a member of the football team and of the crew. He later became manager of athletics, assistant coach and assistant professor of physical education at his alma mater. After serving Ohio State University as football coach from 1913 to 1928, he became a practicing physician at Columbus, Ohio. Since 1934, in addition to his private practice, he has been Director of the University Health Service.

concerning intensive athletics at the grade-school level.

Fundamentally, it seems obvious that a sports administration which allows unnecessary injuries to the participant is unsound educationally. Most of the surgical injuries in sport are not avoidable. Poorly equipped, poorly trained, or greatly outweighed teams may be said to be subjecting themselves to possible unnecessary injury. The medical cases found or not found in sports can be protected. Any exaggeration of their medical condition through sports participation can be avoided. I cite the following as examples of medical injuries which might have been avoided by adequate and repeated medical examination and possibly by more careful athletic administration:

1. The high school boys who dropped dead during basketball games.

2. The two athletes who died of tuberculosis shortly after their intensive high school athletic experience had been concluded.

3. The boy with a marked case of chronic aortic regurgitation and much-enlarged heart, who had just concluded a highly successful intensive athletic career in one of our larger cities.

4. The high school athlete with active rheumatic heart disease who gave a history of having been allowed to compete in the quarter-mile run with acutely infected tonsils. This boy collapsed while walking home after the meet and was then laid up for several months with acute rheumatic fever, the direct cause of his heart disease.

5. The high school athlete who, early in his experience in athletics at a small college, was found to be becoming weaker and weaker. It was discovered that he had a severe case of diabetes.

6. The boy who had competed strenuously in high school athletics and who was picked up in the college entrance examination and sent home to bed with nephritis.

7. The member of a championship high school basketball team and subsequent freshman intramural athlete who died during his freshman year in college with lymphatic leukemia.

8. The champion high school tennis player with a mild thyro-toxicosis and a very bad case of varicose veins of the legs, a medical and surgical combination.

9. The boy with sinus trouble who developed a streptococcal throat. He was allowed to continue in basketball practice. His infection forced him to bed for a month with the threat of meningitis.

10. Six basketball tournament participants with varying degrees of chronic rheumatic heart involvement.

11. Three complete basketball tournament teams, members of which had not been examined at any time before or during the season.

These cases may be multiplied in each area in my own athletic and clinical experience. The medical conditions noted are only a few of those which may be made worse by heavy activity. Such cases may develop life-time health threats in a non-spectacular way.

## Student Opinion on High School Athletic Health Relationship

Each year approximately three thousand male high school graduates, representatives of Ohio's secondary educational system, including physical education and athletics, enter Ohio State University. Because of a long-time interest in the field, I determined to get the opinions of the entering high school graduates concerning the athletic-health relationships of their high school careers. It was arranged that every entering freshman fill out a long health questionnaire. One hour per student was allotted to this project, which was followed out for three successive years. The results give the basis for constructive suggestions concerning the need for improved health practices in connection with Ohio high school athletics and physical education, and should be interesting in regard to situations in other states as well.

The significant general findings of this project based on student opinion follow:

1. Three hundred and eight students felt that their health had been handicapped by their participation in competitive sport.

2. Students in general felt that the ad-

(Continued on page 62)



# TOMORROW'S AMERICA WILL NEED STRONG MEN AND WOMEN

by L. B. ICELY, President  
Wilson Sporting Goods Co.



The puny little fellow is most liable to fear—and to failure.

The big, husky, athletic fellow has, in *his strength*, the most important element of courage and confidence.

America has *always* been a strong, athletic nation.

Americans' love of athletics and of strenuous competitive games, has helped to keep American youth athletic in mind and in body.

And America's love of athletic contests has also kept mature America both exercise and health-conscious.

In a world dominated, for the moment, by powerful ruffian nations, America must *keep* strong. Not only the boys who go into army training, but the whole civilian population must maintain and improve the standards of health.

*Defense of American institutions and free ways of life depend as*

*largely upon the morale of the people as upon the strength of the Army, Navy, and Air Force.*

Building equipment of steel is no more important than building the physical strength of the people. A strong body

is the *first essential* to a strong morale.

Wilson Sporting Goods Co., by improving modern implements of sport and exercise, has increased the desire to play and to exercise among millions.

Every bit of material that goes into today's golf clubs and balls, tennis rackets and balls, football, basketball, baseball, softball, badminton, squash, handball and gym equipment, serves a purpose as vital to a strong, confident, durable America, as the materials that go into guns, shells, ships, tanks, and planes.

The world's most powerful *army, navy and air force* are necessary for America's defense.

*The world's strongest and most durable people are necessary to make defense worthwhile.*

Physical exercise is an important factor of health. Equipment that makes exercise more enjoyable and more resultful induces wider participation among more people.

It is our belief and the belief of every expert interested in the future of the American people that everything that encourages a national consciousness of health and physical exercise should be pro-

moted. The freedom of generations to come may well depend upon starting this national health program *NOW*.

Wilson Sporting Goods Co., as a producer of modern equipment for healthful exercise among people of all ages, is most happy to be playing this part in promoting a greater national health-consciousness.



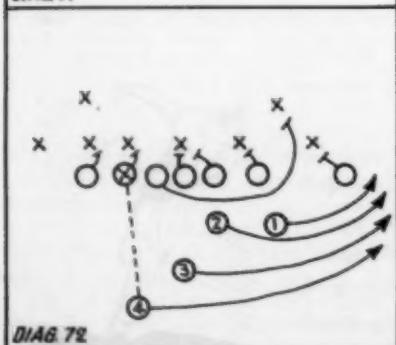
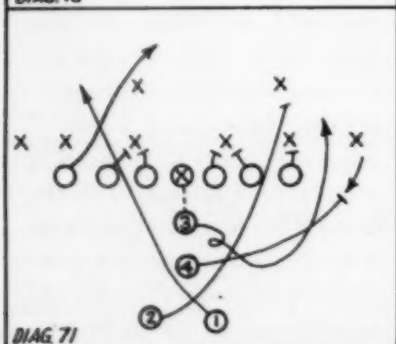
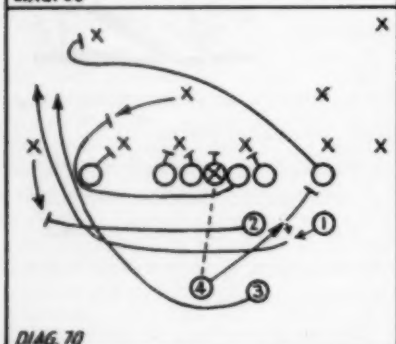
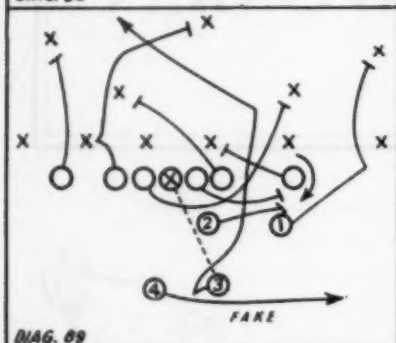
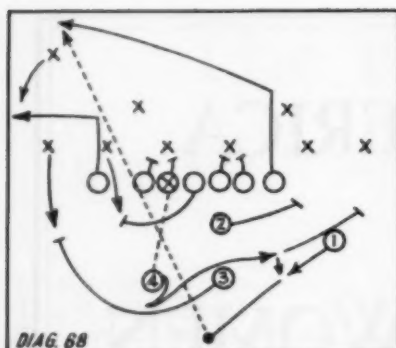
## UNCLE SAM TO RE-BUILD ARMY REJECTS

President Roosevelt has recently launched a program to *save* 200,000 draftee rejects for army service. Uncle Sam will pay the doctors' bills. This is planned as the first step in a long-range program to bring higher health standards to the nation.

Beginning *now* to encourage more healthful participation in athletic games and exercises is another factor that will importantly affect future national health.

L. B. I.





## Football Offense of 1941 in the High Schools

(Continued from page 20)

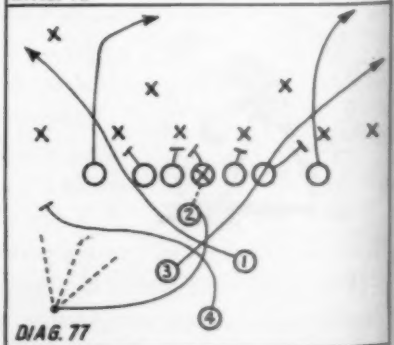
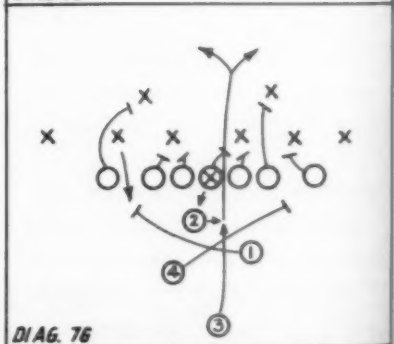
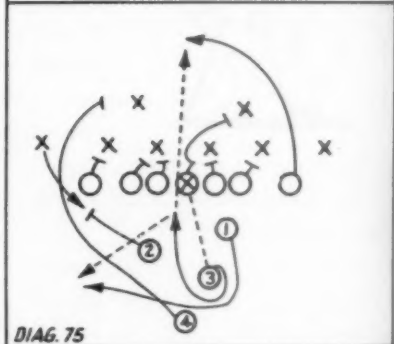
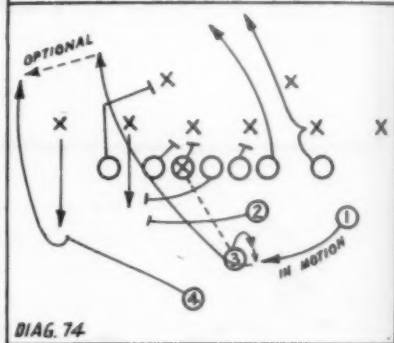
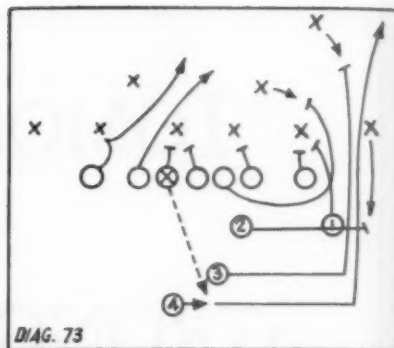
form a wall of interference. This play works very well with an exceptionally fast backfield. Diagram 73 is an off-tackle play, the success of which depends upon good blocking. Diagram 74 is run from an unbalanced line with a man in motion. Three spins and hands the ball to the man in motion. The lateral is optional. In Diagram 75, there is an option between a forward to the right end or a lateral to the 1 back. The center in this play brush-blocks the defensive left guard and drives for the left line-backer. Diagram 76 is a delayed buck. One and 4 crisscross with 1 being first over. The tail-back gets the ball from the quarterback. The play in diagram 77 is used with a left hand passer. This play is so designed that the passer will have fairly good interference should he elect to run with the ball. Diagram 78 is a half spinner to the weak-side tackle. In Diagram 79, the 3 back drives at the line in order to pull the line-backers in. The two ends drive out and button-hook back to take the pass in the line-backer's spot. Diagram 80 is a false reverse play. Four is in motion to draw the attention of the defense when the fake is made. Diagram 81 is a pass from a fake end run. The left end delays for two counts. Diagram 82 is a fake punt and run. The play is an adaptation of the old Statue of Liberty play. Run from a deep punt, it is best on third down deep in the offensive team's own territory. Four goes through the motion of kicking and tosses the ball to 3.

### Mississippi

Diagram 83 is another pass play with the ends crossing. In this case, however, the ends do not cut for the center until the ball is in the air. Diagram 84 is similar to 83 in that it is run from a V-formation. One fakes drawing the right tackle in for a trap block by the offensive right guard. Two fakes to 4, spins and gives the ball to 3. Diagram 85 is a sequence play for Diagram 83. One fades back. The ball goes to 2 who drives inside guard.

### Missouri

Diagram 86 is a forward pass play from a modified single wing. Two and 3 draw line-backers out while the ends keep the defensive halfbacks in position. One sneaks into the pocket to take the pass from 4. Diagram 87, also run from a modified single wing, is a shovel pass to the wing-back. In Diagram 88, the appearance of a run around the right end draws the line-backers over. The right





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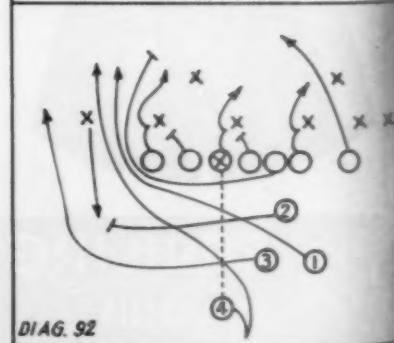
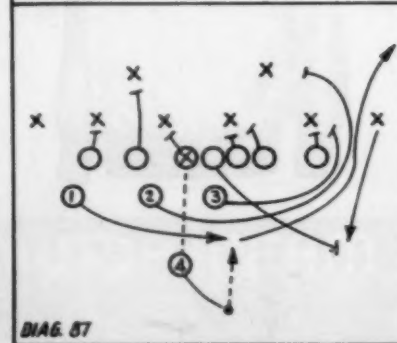
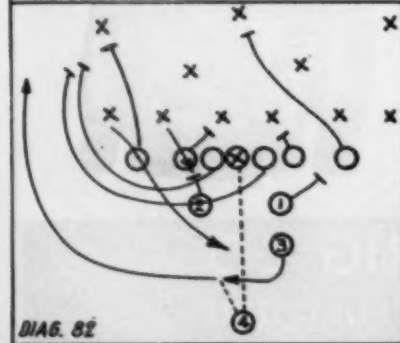
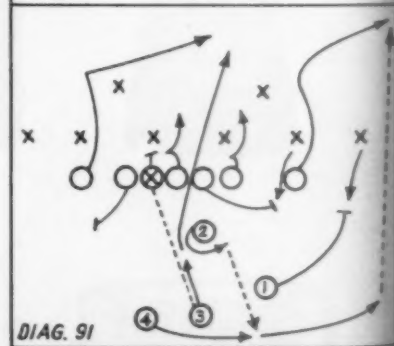
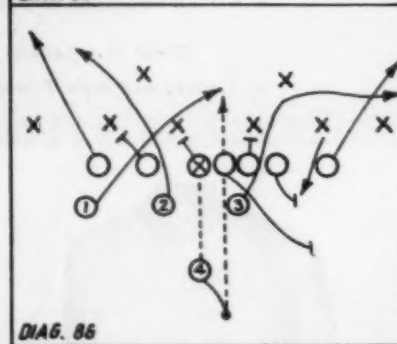
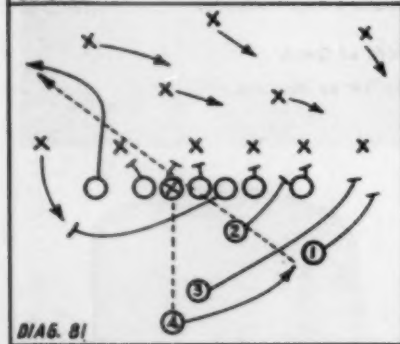
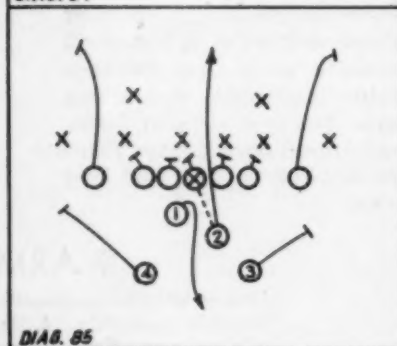
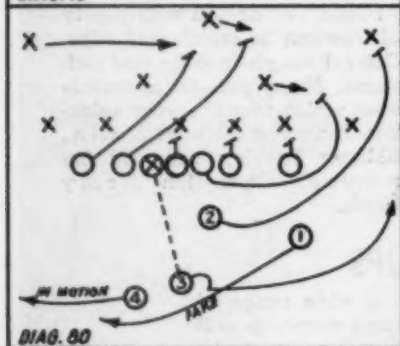
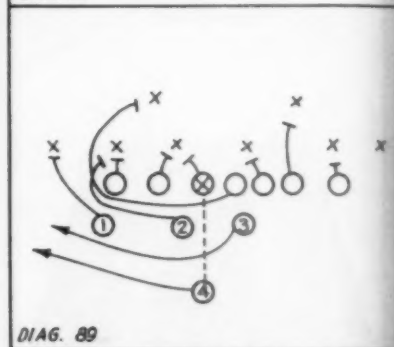
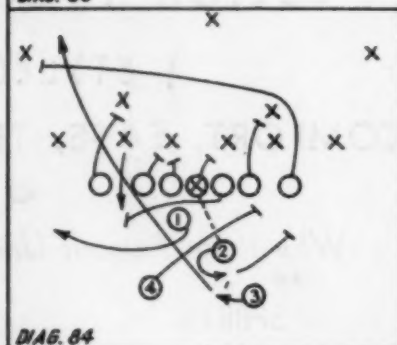
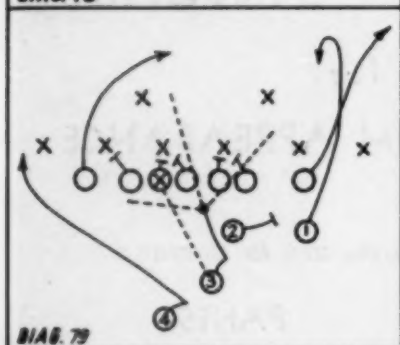
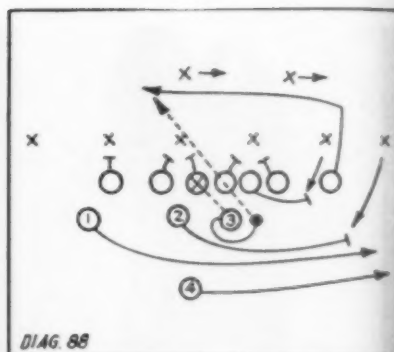
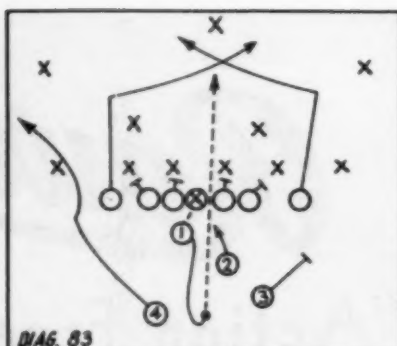
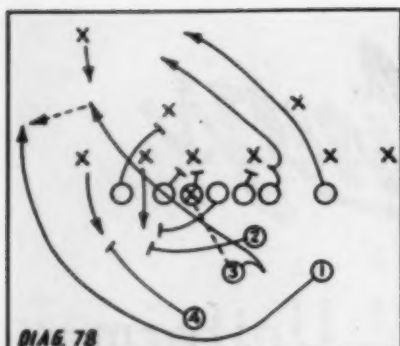
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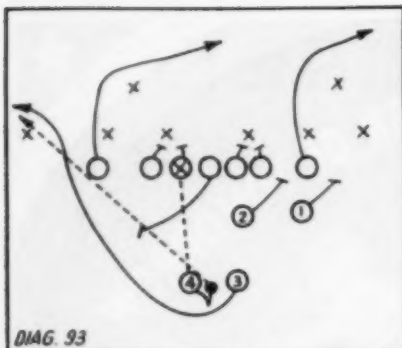


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of NATIONAL DEFENSE"*

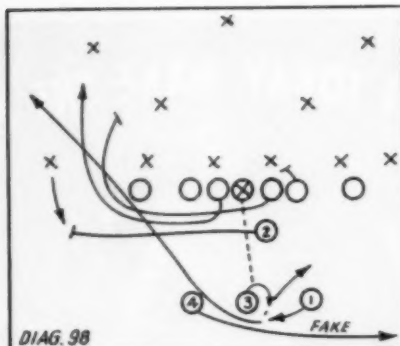
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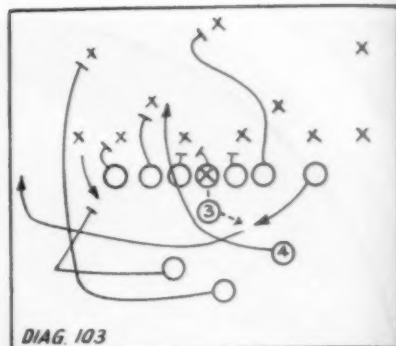
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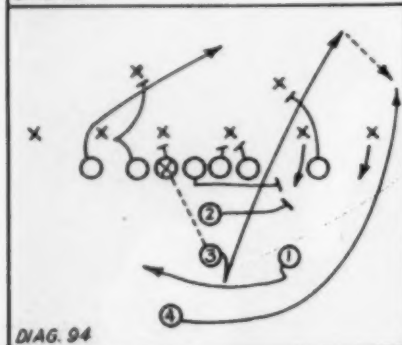
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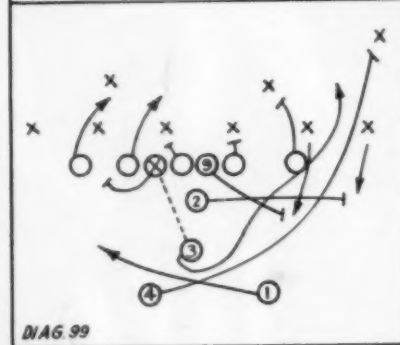
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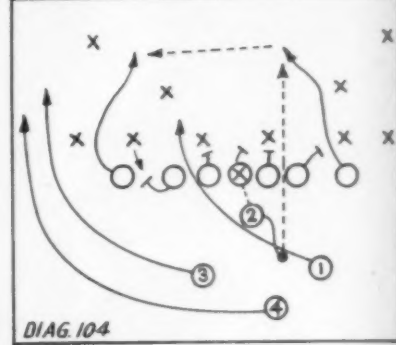
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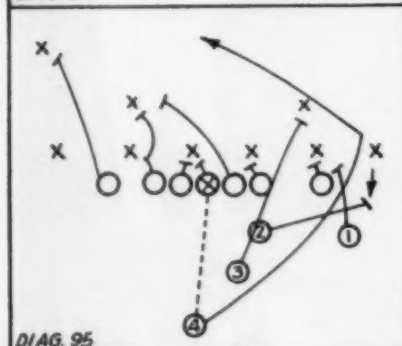
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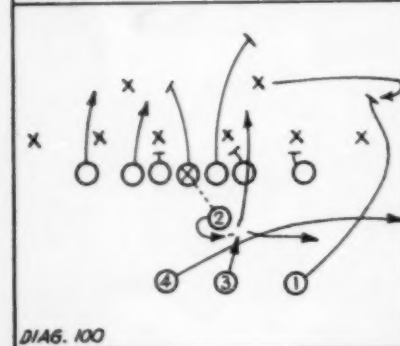
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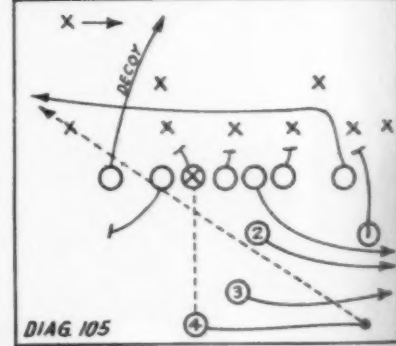
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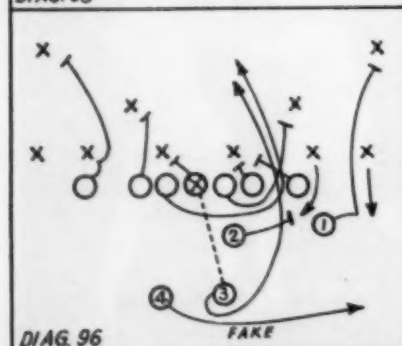
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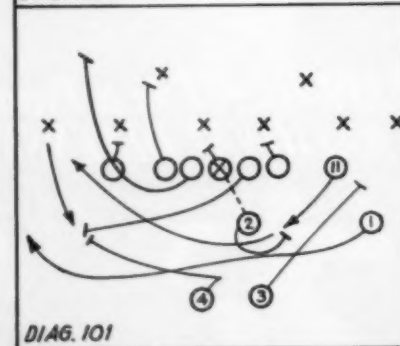
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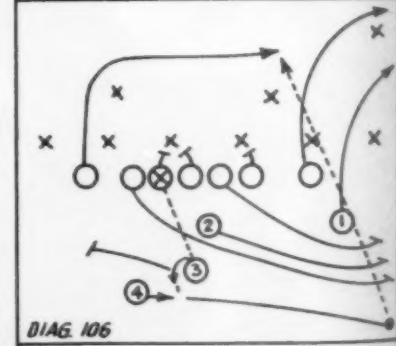
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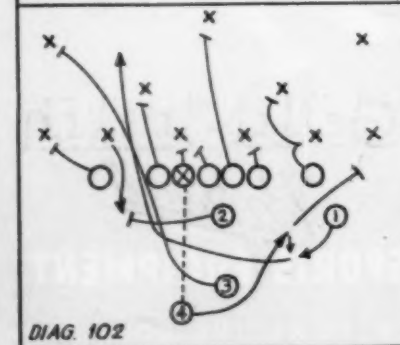
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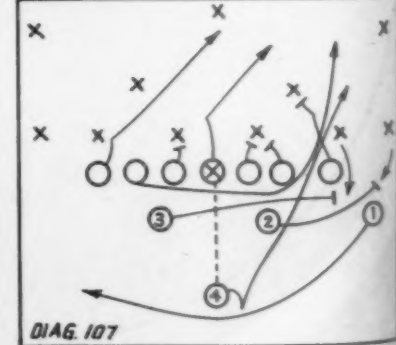
DIAG. 106



DIAG. 97



DIAG. 102



DIAG. 107

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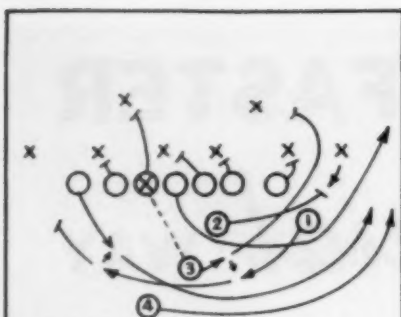
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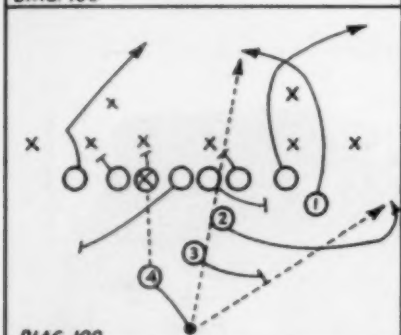
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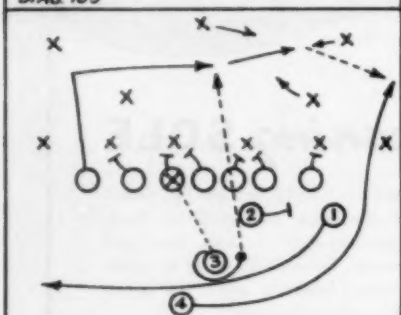
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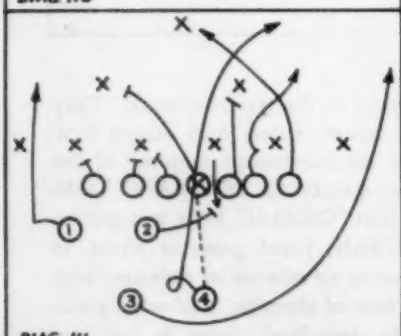
DIAG. 108



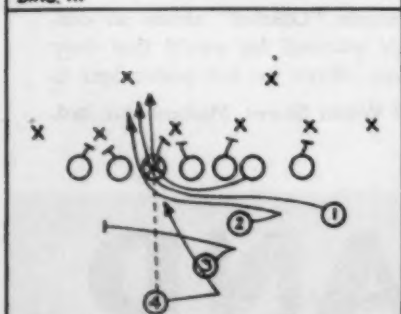
DIAG. 109



DIAG. 110



DIAG. 111



DIAG. 112

end drives for the spot vacated by the right line-backer and takes the pass from 3 who has spun in the direction of his interference. Diagram 89 is an end run to the unbalanced side.

#### Montana

Diagram 90 is a trap play on the weak-side tackle. This play may be used in a sequence with 2 receiving the ball from center. Diagram 91 is a fake buck with a lateral and forward pass. Four should go well up before passing to draw the halfback in. Diagram 92 is a short-side play with the trap on the end. Four steps over to his right before following the interference. In Diagram 93, the left end goes for the halfback and cuts in, pulling the halfback with him. Four fakes to 3 and faking a pass to the right, flips the ball to 3 in the flat. Diagram 94 is from the single-wing with ends split and is a trap play to the long side. Three half spins, fakes to 1, then drives inside tackle. Diagram 95 is a cut-back play from a balanced line.

#### Nebraska

Diagram 96 is a fake spinner inside tackle. In Diagram 97 the play is run from the T-formation with a man in motion. The quarterback shoots a short pass to the left end in the flat. Diagram 98 is a running play from the T-formation. Three spins and hands the ball to 1 who goes outside the defensive right tackle.

#### Nevada

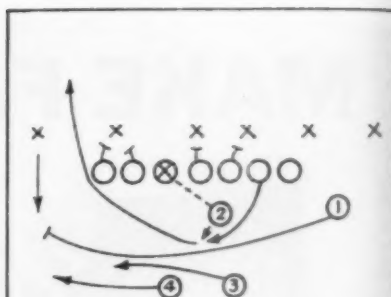
In Diagram 99, 3 spins and fakes to 1 and 4. Nine traps the strong side tackle. In Diagram 100, 4 is in motion, drawing the left line-backer over. Two spins and hands the ball to 3, who goes inside tackle. Diagram 101 is an end-around play. Eleven receives the ball from 2 on a spin. One is a potential lateral receiver. Diagram 102 is a reverse to the weak side. The tail-back hands the ball to the wing. Diagram 103 is an end-around off the T-formation. Three half-spins, faking to 4 before giving the ball to the right end who goes wide. Diagram 104 is a quick pass off the T-formation. The ball is snapped to the quarterback who fades back and shoots a quick pass to the right end, who, in turn, may lateral to the left end.

#### New Hampshire

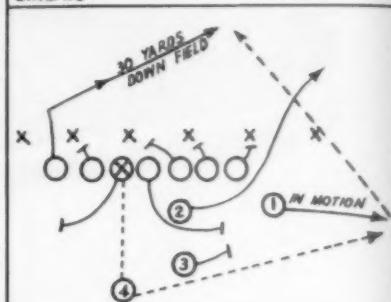
Diagram 105 is a pass from an end run. The left guard protects the pass in case of interception. In Diagram 106, 3 spins and hands the ball to 4.

#### New Mexico

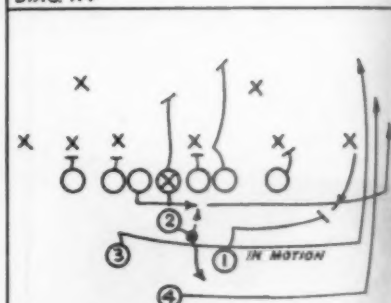
Diagram 107 is another trap play on  
(Continued on page 52)



DIAG. 113



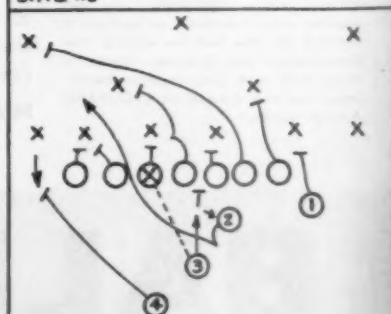
DIAG. 114



DIAG. 115



DIAG. 116



DIAG. 117





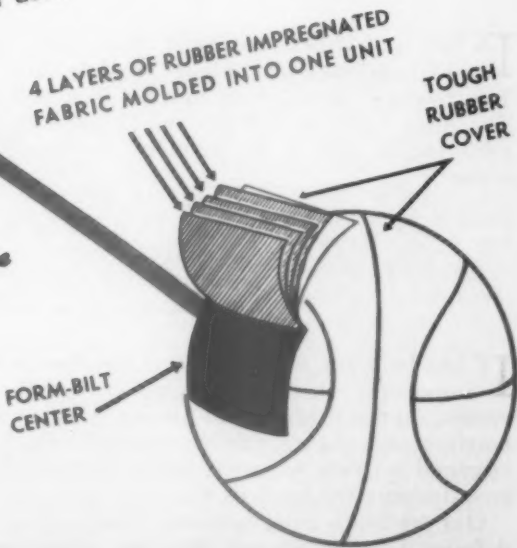
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FROM the experiences the navy has had in examining men for service, it is clear that our educational institutions have tended to neglect the physical education of American youth for their intellectual development. The two are really interdependent, and it must be emphasized that the time to build up the health of these young people is in school. Only in that way will they be completely fitted to serve their country—only in that way will we bring about the national stamina and the national teamwork which is the foundation of effective national defense.

*Frank Knox,  
Secretary of the Navy*

IT can not be denied that college athletics properly controlled make a definite contribution to national defense. It does not mean that an "All-American" or "Olympic" star will per se make an outstanding general, admiral or industrial tycoon but it does follow that a youth who has taken advantage of the mental and physical guidance of a college athletic program will be better able to establish himself as a leader. Leadership, ability to work with and for others, poise, sportsmanship, teamwork, individual initiative plus general physical fitness, dexterity and alertness are keystones of military and industrial morale developed by collegiate athletic departments.

*E. A. Wolleson, Captain U. S. Navy, Retired,  
Professor of Naval Science and Tactics,  
Northwestern University*

IN the navy, men are more important than material and men are only as good as their morale. The foundation of good morale is a sound body. The navy considers that exercise, in the form of athletics, is one of the primary duties of its personnel.

*Benjaurd B. Wygant,  
Captain, U. S. Navy, Retired  
U. S. Naval Reserve,  
Midshipmen's School,  
Northwestern University*

IT has been my observation in the fleet that in the important stations in gun crews, the engine rooms, on the bridges and among the crews of submarines and planes, the officers and men who have engaged actively in sports invariably stand out and soon become the leaders.

Our nation's most serious weakness in national defense is the general physical weakness of its young men. This condition can best be corrected by the encouragement of athletic competition in all forms and, of course, by military training.

*L. O. Alford,  
Commander, U. S. Navy,  
Marquette University, Naval  
Reserve Officers Training Corps.*

# ATHLETICS

## An Aid to NATIONAL DEFENSE

ONE cannot read about the large number of young men rejected from the military draft without wondering if, somewhere along the way, there has not been neglect in looking after the physical condition of the nation's youth.

In these days of world crisis, it is particularly important that serious thought be given to meeting this problem, and to improving the physical condition of our citizens, especially the nation's young people, so they will be physically and mentally prepared for effective service to their country.

I think much could be accomplished toward this end by an expansion of physical education and athletic training in our educational institutions. Such an expanded program would do much to build the foundation for a nation of strong and sturdy citizens, capable of meeting any problems the future may bring.

I have just returned from a visit to Camp Shelby, Mississippi. I was much impressed by the bronzed and healthy looking men at the camp. They stand as an excellent example of the value of regular training and outdoor life.

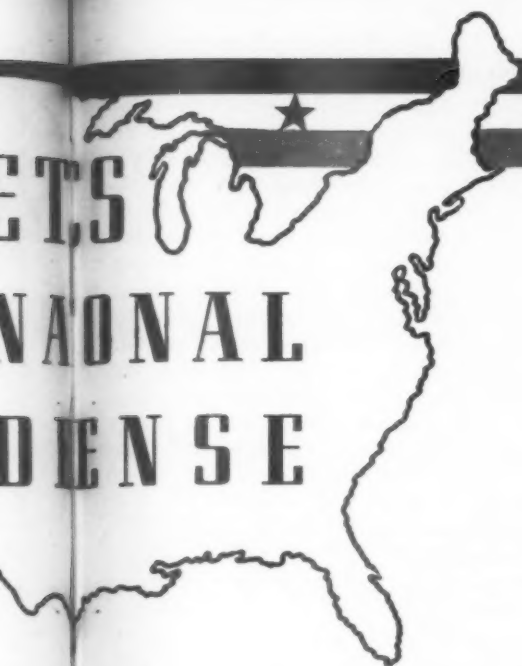
*John W. Bricker,  
Governor of the State of Ohio*

ATHLETIC training of American youth I regard as highly valuable, especially in these times. Competitive athletics promote quick thinking, the ability to act effectively under stress, the power to endure, the capacity to lead and direct others. These qualities are very useful in either civil or military life.

Now that America is strengthening herself to meet whatever the future may bring, we have especial need for men who are fit to become leaders.

*Dwight H. Green,  
Governor of the State of Illinois*

# ETS NATIONAL DEFENSE



PHYSICAL training and athletics are of great importance to the welfare of any nation. The War Department places great emphasis on the physical development of officers and soldiers of the army, and physical training programs have long been established as an important factor in army training schedules. The athletically trained young men of this country, developed in muscular strength, general health, co-ordination, endurance, and leadership, have acquired the will to win in the face of opposition. These are qualities basically essential to the soldier. Athletic activities on playgrounds and in our high schools and colleges constitute an important contribution to the national defense.

*G. C. Marshall,  
Chief of Staff, United States Army*

IN times of national emergency it becomes more important than ever that each of us develops his own physical well-being and stamina to the highest possible degree. I can think of no better way to accomplish this end than through sports activities. Organized athletics also result in developing our sense of team play and consequently contribute materially toward enabling each of us to take his proper place and carry his share in the national effort.

*H. A. Drum, Lieutenant General,  
Commanding General, First Army*

THE value of athletics and physical training in our schools and colleges has been amply demonstrated and is reflected directly in the statistics compiled as the result of the physical examination of selectees. In fact, in an effort to improve the conditions of the officers and enlisted men of the air corps, physical training directors, recruited from those connected with that work in our schools and colleges, have been employed to supervise and conduct the physical training of the air corps personnel and with results which have been most satisfactory.

*Rush D. Lincoln, Major General,  
U. S. Army Commanding Air Corps,  
Technical Training Command*

THE physical training and athletic programs for the youth of the United States have been instrumental in developing sound bodies and clear minds. The resultant sense of physical well-being has been a determining factor in raising and sustaining national morale. It is highly important that the athletic program be continued in the army in order to develop aggressiveness, leadership and the competitive spirit, all of which are necessary attributes of the soldier.

*F. H. Osborn, Brigadier General,  
Chief of the Morale Branch*

EXAMINATIONS of the young men selected for training under the national defense act have brought into bold relief an appalling extent of physical defects. In this crisis more than at other times, we appreciate that the nation needs clear, alert minds and healthy bodies, conditioned by hours of training in body-building exercises, organized play activities and endurance creating team sports. Let us not forget as the emergency passes that resources such as these are vital, not merely in times of emergency, but even more so in the pursuits of peace—vital because the outstanding aim of America should be to equip our boys and girls to live rich and satisfying lives. More attention, I am convinced, should be placed on the physical education of our young men and women through programs that will enlist the active participation of the great mass.

*Harold E. Stassen,  
Governor, State of Minnesota*

ATHLETES are better trained as soldiers, except in the use of weapons, than the average soldier, because they have had so many years practicing movements and taking advantage of situations.

*Robert R. McCormick,  
Publisher of the Chicago Tribune*

It seems to me that the qualities of a good athlete and a good soldier pretty well parallel each other. The self discipline, the co-operation, the ability to take orders and execute them intelligently, are only a few of the many things which make it natural for the good athlete to become the good soldier.

*Thurston J. Davies, Ph.D.,  
President, Colorado College*



**PHYSICAL** fitness is essential to military effectiveness. Athletic training develops among other things the competitive instinct, initiative, leadership, endurance, co-ordination and general health of the individual, all of which are traits essential to fighting personnel. The young men of our country who have had athletic training have an advantage over other recruits in the service in that this previous training has taught them to think fast and realistically, to assume responsibility and to disregard pain and physical discomfort in pursuit of a desired end.

*Theodore P. Bank,  
Army Athletic Officer  
Office of the Chief of the Morale Branch*

**ATHLETICS** have proved a valuable aid to the training of soldiers. Aside from the entertainment factor, they develop among participants those elements of leadership, teamwork and physical condition so essential to success in combat. Athletic experience in high school or college simplifies the process of changing a civilian into a first-class fighting man.

*F. M. Flanagan,  
Lieutenant Colonel, Infantry,  
Professor of Military Science  
and Tactics, Coe College*

**SINCE** this area was formally dedicated last May over sixteen thousand soldiers from Louisiana and Mississippi cantonments have been registered here. Soldiers that had athletic training, prior to their military service, were in all instances easily distinguishable by their carriage, fitness and mental alertness. The vast majority of men observed were selectees recently inducted into the army.

When one considers the national and international problems the rising generation will be called upon to solve, within the next fifteen years, their sound physical and mental development is obviously of paramount consideration. Progressively regulated athletic programs should, in my opinion, begin in grade schools and carry on through college, if we are to equip the next generation to meet their responsibilities of citizenship.

*Bennett A. Molter,  
Lieutenant Colonel, Air Corps,  
Commanding  
U. S. Army Recreational Area,  
New Orleans, Louisiana*

**THE** aims of the American army in training the individual are very definite and can be set forth under three headings: a. Knowledge of weapons; b. Initiative; c. Physical condition.

The first named is clearly a military task. The other two, however, can be approached along several lines, none of which, in my opinion, excel those of athletics and physical training participation. As we all know from our experience with athletics, the young athlete has to have initiative in order to play a game well. He learns to make quick decisions and

carry them out with dispatch, vigor and determination. This is exactly what a soldier needs to do to cope with a situation which may confront him on the battlefield. To play on an athletic team nowadays a boy must get into physical condition. To withstand the hardships and undergo the fatigue of modern campaigns a soldier too must be in top shape. It follows, therefore, that the work done to prepare for athletics is the kind of work which must be done to prepare for war. If our young men largely indulge in the physical games taught in our schools and colleges they will be building the foundation which is a prerequisite to success if they are called upon to play in a game that is really played "for keeps," one where their lives and their country's interests are at stake.

*George L. Simpson,  
Lieutenant Colonel, 125th Infantry,  
Commanding  
Maneuver Area, Louisiana*

**THE** co-ordination of a man's mind and body, so essential to military efficiency, undergoes precision training during his participation in athletic competition. The definite character and alertness which athletic competition develops is forcefully instrumental in creating a desire to win, as well as in developing the ability to do so.

*J. Russell Cook,  
Lieutenant, U. S. Naval Reserve,  
Athletic Officer,  
Great Lakes Naval Training Station*

**THE** Reserve Officers Training Corps unit is dependent on athletics for the boys must be in fine physical shape before they can go on with military training. The military science department does not have time or the experience in giving their members proper physical foundation. In all probability a proper plan would be to have compulsory physical education even before the boys enrolled in the Reserve Officers Training Corps unit. We are interested in men who can stand the rigours of military life and the only way that can be achieved is by having them engage in a complete program of athletics.

*William G. Weaver,  
Colonel U. S. Army,  
Former Commandant,  
Military Science Department,  
University of Wisconsin*

**WAR**, it seems to me, is the most strenuous and exacting of all competition known to man. Life, death and worse hang in the balance for the competitor and many others. A few are willing to voice doubts but none have offered proof that physical fitness and efficiency, physical and mental co-ordination and stamina, to say nothing of the cardinal virtues of courage, generosity and sincerity, are not paramount assets in such competition. Certainly no one has found a better method of insuring the development of these vital assets and virtues than through the medium of directed programs of athletics and physical training. I, for one, prefer to



place my future and that of my loved ones and my country in the hands of those who have passed through such training in the schools and colleges of America, for I believe that our future is now in their hands.

*James E. Pixlee,  
Director of Physical Training,  
U. S. Army Air Forces*

**W**ORLD War I, among other things, conclusively proved that the physically fit, alert, athletic-trained man was desired for military competition. The fact that he had competed before under athletic fire helped him to think clearly, maintain discipline, coolness and the initiative so necessary under battle conditions.

*Howard Donelly,  
Colonel, Infantry,  
Professor of Military  
Science and Training  
University of Kentucky*

**P**ERSONALITY and character traits of the highest order are essential if our national defense is to be made secure. Nowhere are these essentials to be found in greater abundance, than among young men who have had athletic training in the high schools and colleges of our nation.

*Forest S. Rittgers,  
Major, Infantry,  
Assistant Professor of Military  
Science and Tactics,  
Coe College*

**T**HIS is a period of our national life which demands, perhaps as never before, qualities of great physical and moral fortitude, stamina and resourcefulness in every citizen, at home or in the armed forces. Those are the very qualities which are best recognized as fundamental in all athletics. Sport's real and potential contributions to the national welfare are manifest.

*Sheldon Clark,  
President of the Navy League  
of the United States,  
Chicago, Illinois*

**W**E find here at Fort Warren that the selectee who has had the benefit of previous athletic training has a co-operative spirit resultant from team competition, which makes for the unity so vital in the army. He has more capability for leadership and fine sportsmanship, enabling him to have the right attitude toward the necessary rigors of his training. His experience in athletic competition results in his remaining cool under fire, and in complete command of his faculties. He is mentally alert, physically fit and possessor of that splendid co-ordination of body and mind which produces an all-around fine soldier.

*Sam Francis,  
Lieutenant, U. S. Army,  
3rd Quartermaster Regiment,  
Fort Warren, Wyo.*

**T**HERE is no question in my mind that proper athletic training in high school and college—and continued in the armed forces—makes for better men physically, mentally and morally. It was my experience at the University of Kansas that the man who took an appropriate pride in his fitness was in a better mood for study and the worth-while things in life.

Our selective service records show far too high a percentage of rejections because of remedial physical difficulties. As for athletics in the armed forces, there is no greater morale builder than competition. What an unmatched nation ours would be if every man came into the service as one who "Rejoiceth as a strong man, about to run a race"—and who stayed that way!

*Alf M. Landon,  
Topeka, Kansas*

**I** AM glad indeed to testify to the outstanding progress which has been made in the development of departments and divisions of physical education in the universities and colleges in recent years. There has been rather remarkable progress not only in the development of physical facilities, but in the supply of competent personnel to take care of the young people who are enrolled in our institutions of higher education. Indeed, there is no other group in our society for which provision has been made so extensively as in the case of college and university students. To be sure there is always much to be done but it would be a great accomplishment if the standard of physical education for all young people could be brought up to that which now obtains in our colleges and universities.

*George S. Zook, President,  
American Council on Education*

**E**VERYONE interested in athletics is familiar with the record made by college athletes in America in the last world war of 1917 and 1918. Only four per cent of the college athletes were unfit physically to serve their country, while thirty-three per cent of non-athletic applicants were found to be unfit because of physical disability. What the records will be this time has not been determined yet. I have seen figures indicating that in some sectors and states about eighty-five per cent have been accepted, but that in other areas, particularly in congested city districts, the disability has run as high as fifty per cent. If the latter figure is correct, it should make every American stop and think.

Many have felt that the average man in America was a better physical specimen than was the case a generation ago. We had formulated this belief, because more boys and men are participating in athletics.

If we still have those tens of thousands of young men who cannot qualify for military service, does it not prove that athletics and sports in general should be expanded to embrace all of the population instead of a comparative few?

*V. J. Green,  
Athletic Director,  
Drake University*

**F**OR the following reasons I am very much interested in football and in working with young men.

First, they have to discipline themselves physically and mentally to get in top condition, which is a healthy thing for them. Second, football is a contact sport which builds initiative and aggressiveness and gives the boy confidence that he, as an individual, can meet tough opposition, and, win or lose, it teaches him to deal from the top of the deck regardless of the competition, and to be a man winning, tying, or losing. In other words, a young man learns to put it out and to take it standing up.

*L. B. Allison, Football Coach,  
University of California*

**A**THLETICS on our playgrounds, in our high schools and in our colleges have counteracted the softening influence of our modern life. Those who have taken the opportunity to engage in sports are physically better equipped to meet the trials and hardship of the army. They have been exposed to an environment that stresses obedience, courage, sacrifice, and above all, loyalty.

It is obvious that the youth who has received this training is better equipped physically, mentally and emotionally for the strenuous task of defense. The back bone of the armed force is the citizenry of the nation. Down through the years, the exponents of athletics have taught the philosophy of right and virile living. They have accentuated competition and have stressed loyalty and courage.

*C. M. Jennings, Director of Athletics,  
Marquette University*

**L**EADERSHIP and loyalty are the primary aims of athletic training. The success of that training has been demonstrated in the character of its contributions to the citizenry, in times of peace. It meets its greatest test in times of national crisis and war. During the last war forty-two per cent of the University of Chicago letter men who saw armed service, emerged as commissioned officers. That proportion was ten times as great as the ratio of commissions granted in the entire armed forces. Stamina and initiative, courage and resourcefulness, as demanded on the playing fields, stood the test of national emergency.

*A. A. Stagg, Football Coach,  
College of the Pacific*

**A** COACHING and medical experience of thirty years convinces me, without going into detail, that the American athlete is immediately vital to the American defense picture.

Because of the unique training of competitive sport, athletes can furnish much superior officer material, with necessary technical training. The physical and general qualities necessary for the best in aviation are those of the true athlete. The best pilots need superior organic endowment and balance to meet the modern challenge of the air.

The natural physical selection and training under intensive competitive conditions, found best in sport, should now prove of inestimable value to our nation in its time of trial. It is a natural expectation

that athletes to whom America has given this training, will successfully transfer their talent to the biggest and most serious game of all, and carry through in the best of athletic tradition.

*J. W. Wilce, M.D.,  
Director, University Health Service  
The Ohio State University*

**T**HE aim of our athletic program at Stanford University is not only to prepare boys for intercollegiate competition but also to train them for whatever work they may do after college. I feel that a boy who has participated in intercollegiate athletics is better fitted to play his part in our defense program, whether it be in a branch of the service or in some vital industry. Athletics teach the value of team play and America has never needed wholehearted co-operation between all of her people as much as she does today.

*Alfred R. Masters,  
Board of Athletic Control,  
Stanford University*

**P**HYSICAL combat in war and competition in athletics have much in common. Both require arduous discipline and training. They require instantaneous decision, maximum action, a high degree of skill, emotional control at high pitch, and a complete voluntary co-ordination of the groups. Athletics give an excellent laboratory experience in these qualities and abilities; the good athlete has developed the basic foundation for the good soldier.

*E. G. Schroeder, Director of Athletics,  
The State University of Iowa*

**T**O my mind there is no substitution for physical fitness. Both men and women who have had the benefit of athletic training in our high schools and colleges are better able to weather the storm, to assume positions of responsibility and, in general, to react with proper co-ordination and respect to any necessary plan or organization than are those who never have had any athletic training. Those who are now competing in organized athletics, or who have done so in the past, are fitted to lead this nation, its armed forces, and its defense workers in this period of crisis.

*H. O. Crisler, Athletic Director and Football Coach,  
University of Michigan*

**O**UR army and navy officials are vitally interested in developing morale among our military forces. School and college officials long ago discovered that sports constituted a major means for developing this quality. It seems to me that the army and navy might well profit by this experience. Those of us who have served in the field of education and in the field of military service are of the opinion that an expanded sports program in the army and the navy would contribute immeasurably to developing and maintaining the desired result.

*S. C. Staley,  
Director, School of Physical Education,  
University of Illinois*

## Purposes and Objectives of Fall Track and Field Practice

By Hilmer G. Lodge

Santa Maria Junior College, Santa Maria, Calif.

FOR a number of years there has been a general supposition among high school and college coaches and participants that outdoor track and field is strictly a spring season sport. If a coach dared mention that he was planning to hold fall track and field practice, other coaches might look at him in complete amazement, assuming that fall practice would really burn out the boys.

The first definite step toward demonstrating the value of fall track and field practice came when schools and colleges placed cross-country running on their fall schedules. The result has been the development of outstanding high school and college distance runners in various parts of the United States. Very few are the fast half-milers, milers and two milers, competing in intercollegiate competition today who have not had a good background of cross-country running, either in high school or in college or at both levels.

Coach E. C. Hayes and Dr. Sid Robinson of Indiana University have done outstanding work in respect to fatigue and its effects on running. Coach Hayes has a well-organized fall practice season for his track men, and results of a satisfactory nature are evidenced, with such great names as Don Lash, Tom Deckard, Charles Hornbostel, Ivan Fuqua, Campbell Kane and a great many others, crowding the win column in national competition.

The University of California and Stanford University have been two of the leading collegiate institutions to develop fall track and field practice on a regular sport training schedule. Each year these two institutions rank among the five leading dual-meet teams of the nation and usually wind up fairly high in national competition. Climatic conditions in California are favorable to a long fall season.

Brutus Hamilton, head track and field coach at the University of California, lines up his fall practice season just as many coaches arrange for their spring session. He has his men sign up, each indicating his preferred event, his best time, etc. He encourages boys who have never previously participated in track and field to report for practice in the fall.

At both California and Stanford, the fall practice session is limited as to competition. The cross-country teams, freshman and varsity, have full schedules during the fall months, but the track and field squads in those institutions, composed of those men not participating in cross-country, do not engage in collegiate com-

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WARD L. LAMBERT

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petition. To supplant this phase of track, weekly inter-squad competition is offered. The grand finale of the fall practice season is the annual inter-squad meet, usually held during the last week of November or the first week in December. Some very outstanding marks have been achieved in these meets. For instance, at California, Dick Peters ran the half in 1 minute 54 seconds and the mile in 4 minutes 18 seconds, and down at Stanford, Marston Girard ran the mile in 4 minutes 7 seconds. These records indicate that these boys have worked to gain condition and form.

Archie Williams, the 1936 Olympic games 400-meter champion, came to the University of California from San Mateo Junior College in August, 1935, with a mark of 49.7 seconds for the quarter-mile. This is considered good time, but it is not an Olympic championship mark. Coach Hamilton put Williams through a stiff practice plan during the fall months of 1935. His new prospect was able to win the 440-yard race in the fall meet with a time approximating 49 seconds flat. In the spring of 1936, Williams proved to be the outstanding quarter-miler in the world, with such fine runners as Harold Smallwood, James Cassin, and Al Fitch of Southern California, Jack Weierhaues and Ray Malott of Stanford, Edward O'Brien of Syracuse, James LuValle and Robert Young of U.C.L.A., and A. G. K. Brown of Great Britain as his opponents. Williams' best mark for 400 meters in 1936 was 46.1 seconds. There is very little doubt in this writer's mind as to the value of fall practice in Archie Williams' case. Would he have been Olympic champion if his track season had started in February or March? Of course we cannot answer that question, but we should consider it in evaluating fall practice.

There are countless cases like Archie Williams. Those coaches who attended the meeting of the National Collegiate Track and Field Coaches Association at Palo Alto last June will recall the excellent description given by Lester Steers, University of Oregon, of his training for his event, the high jump. Steers, who has jumped 6 feet 11 inches in official competition, pointed out that, in order to become a great high jumper, a boy must jump and jump and jump. He emphasized the fact that, during his high school and junior college competition, fall practice was a definite part of his training schedule.

One of the points that a coach must emphasize to prospective track and field candidates is that, by participating in fall practice, they may put an extra year on their record. Generally speaking, it takes up the slack somewhat in conditioning and form for those boys who have never before engaged in track and field competition.

There are five points that this writer  
(Continued on page 51)



# TRAINERS JOURNAL

SECTION

THE NATIONAL ATHLETIC TRAINERS ASSOCIATION

NOVEMBER, 1941

No. 3



Official Publication  
Of the National Athletic  
Trainers Association

**Injuries of the Knee Joint**  
Frank D. Dickson, M. D.

**Taping for Knee Injuries**  
Bill Frey

**Special Exercises for  
Basketball Players**  
Albert Baumgartner

**Relaxation and Simple Living**  
Roland Logan

University of Alabama  
Frank D. Dickson, M.D.  
Bill Frey  
Albert Baumgartner  
Roland Logan



# The High School Trainers Plan in Operation

## Examination No. 1

**T**HIS is the first examination for the high school students who are taking the training course offered in the Trainers Journal and sponsored by the National Athletic Trainers Association. This examination should be given by the coach, one of the faculty or by the medical supervisor. The student should be graded each month and graded on the final examination that will appear in the June, 1942 issue of the Trainers Journal. A certificate will be awarded to those students who complete the first year's work. A Junior certificate will be awarded to those students who complete the full four-year course. This Junior certificate will enable the student to act as assistant trainer of athletics in a college or university that has an opening for this type of work. Quite often, the assistant trainer can earn his way through college

by working in the training room. We often have calls here at the home office for

**S**TUDENT trainers at work at the Ottawa, Illinois, Township High School are shown in the picture above. The player being taped is William Mooney. Martin Vignoli is senior manager and head trainer with Robert Pierson assisting. Robert Leix in charge of the freshman-sophomore team has as his assistant Harold Ball. Athletic Director Robert McKay and Coach Homer Hankenson are interested spectators. Mr. Hankenson has enlarged somewhat the plan as suggested by the National Athletic Trainers Association, in that he selects six freshman boys each year. Grades, dependability, interest and desire to co-operate determine the selection. The student trainers are given awards and trips.

Mr. Hankenson writes, "These boys save me a lot of wear and tear and they are getting a big kick out of the work."

boys who have just that type of working background.

Some of these questions are taken from the High School Trainer's Lesson No. 1 in the September issue of the Trainers Journal and some are taken from the articles that appeared in that issue.

1. Name the three common types of ankle sprains. Define each. Which type is most common.
2. How is the common type of ankle sprain received.
3. Where do you notice the greatest amount of swelling.
4. Define a Potts fracture.
5. What collects in an ankle that has been sprained.
6. What is the first treatment for a sprained ankle after you have determined that there is no fracture?
7. How often and for how long a time should this treatment be administered?
8. Why should the ankle be X-rayed?

(Continued on page 50)

# THE TRAINERS JOURNAL

SECTION

Official Publication National Athletic Trainers Association

November, 1941

No. 3

Officers National Athletic Trainers Association  
For 1941-1942

President, Lloyd Stein, University of Minnesota  
1st Vice-President, John Kelly, New York University  
2nd Vice-President, Henry Schmidt, Santa Clara University  
3rd Vice-President, Wilbur Bohm, Washington State College  
Executive Secretary and Editor of Trainers Journal, Bill Frey  
Office of Publication, Iowa City, Iowa

## Another Progressive Step

IN order to operate more advantageously, the trustees and officers of the National Athletic Trainers Association by a mail vote of nine to two have recently instituted a so-called conference plan. Our association is becoming too large for all correspondence to be handled direct from the home office. We have, therefore, appointed an athletic trainer in each of the many established conferences throughout the country to act as chairman of the trainers group in his conference. The chairman was necessarily appointed this year, but, in the future, this man will be elected by the trainer members of each conference. Most of the established conferences hold conference track meets. This would be a good time for the chairman to call a meeting of all trainers in the schools belonging to his conference. At that meeting the new conference chairman for the ensuing year would be elected by the group. The men appointed this year to the chairmanships are men who have shown much enthusiasm, since the National Athletic Trainers Association was established, for the association's policies and program.

The conference chairmen will communicate with the athletic trainers in the member institutions, will explain the qualifications for membership in the National Athletic Trainers Association and will arrange for get-together meetings.

Watch for a communication from your chairman.

## What About an Annual Meeting?

SEVERAL suggestions have reached your editor that we have an annual meeting. This preliminary announcement is in the form of an inquiry to determine how many athletic trainers would be able to attend a meeting at the time of the annual meetings of the National Collegiate Athletic Association and Football Coaches Association to be held this year in Detroit, the last week in December. All athletic trainers and coaches who would like to attend such a meeting are invited to advise the secretary of the association at once and to offer suggestions for the topics they want discussed.

Bill Frey.

## UNDER THE SHOWERS



FOLLOWING his graduation from Kansas University in 1930, Roland Logan became head trainer at that institution, prepared for the position by Phog Allen, athletic director and basketball coach. In 1933, he went to George Washington University, leaving in 1935 to serve as trainer of the Boston Red Sox. In 1938 he became head trainer and an instructor in physical education at the University of Pittsburgh. Since 1940 he has been head trainer at the United States Military Academy. His article on Relaxation and Simple Living, appearing in this issue, will be read with interest by both coaches and trainers.



HEAD trainer at the University of Michigan for the past ten years, Ray Roberts, served in the same capacity at West Point from 1924 to 1930. A member of the National Athletic Trainers Association since its organization, he is one of the trustees. Ray also qualifies as an inventor. He has invented a very fine head and ear protective gear for wrestlers.

MANY of our members are now serving in the Army, the Navy or the Air Corps. Several have written me that their national rating from the Trainers Association helped station them in the branch of the service they liked and for which they were best qualified.



THE present trainer at the University of Mississippi located at Oxford, Jack Stuart, trained the Alabama teams for some years. While at Alabama he served that state as the National Athletic Trainers Association manager. Knowing what a fine job he did for Alabama, we named him state manager of Mississippi, when he moved to that state. Jack also serves the National Athletic Trainers Association as one of its trustees. Guess what! Jack will be a lawyer some day. He spends part of his working days in the law school at Ole Miss.



THE grand old man of the Olympics, that is what they call Jake Weber. He has also served the Fordham University for the past twenty-nine years. Jake, as one of the trustees of the National Athletic Trainers Association, has served the association well.



# Injuries of the Knee Joint

By Frank D. Dickson, M.D.

Kansas City, Mo.

**I**N the October issue the conservative treatment was given for injuries to the semilunar cartilages. We come now to the operative treatment which, in some cases, is necessary, if disability persists.—Editor's Note.

**Operative Treatment.**—The operation for removal of a semilunar cartilage must be carried out with rigid aseptic technic and with the use of a tourniquet. Various types of approach have been recommended, but our distinct preference is for that described by Sir Robert Jones<sup>3</sup> (illustration 6), which may be briefly described as follows: With the knee flexed to 90 degrees over the end of the table, an incision is made, starting at the lower internal angle of the patella, for the exposure of the internal semilunar cartilage, and extending downward and outward for about 3 inches. Care must be exercised so that the incision is not carried too far downward or outward, or the patellar branch of the internal saphenous nerve will be cut, and pain down the leg or a painful neuroma may result. This incision is deepened and the joint is entered. The cartilage is readily discernible and should be examined carefully for mobility and for fracture. As stated, hypermobility of the internal cartilage in patients who come to operation is not frequent, and the usual lesion is a fracture.

This fracture may involve the anterior half (30.8 per cent in our series) or the posterior portion (19.7 per cent in our series); it may be a longitudinal split (12.3 per cent in our series) or the so-called bucket handle type, in which the split-off section turns up and lies in the joint (16 per cent in our series). In 2.6 per cent the type of fracture was not recorded, and in 20 per cent the cartilage was hypermobile. It is our custom to remove the entire cartilage if possible, or at least all except the most posterior part. If complete removal is not carried out, fracture of the posterior part of the cartilage may be overlooked and symptoms reappear later. Naughton Dunn found in two large series of cases that from 49 to 50 per cent of the fractures occurred in the posterior part of the cartilage. It should be stated, however, that many competent operators feel that the removal of the detached portion of the cartilage is sufficient.

Removal of the cartilage should start at its anterior attachment, the operator

*THIS is the conclusion of the article begun in the October issue, reprinted from the Journal of the American Medical Association by permission of that publication and of the author.*

first cutting the coronary ligaments, and the cartilage should be separated from before backward, while it is kept under considerable tension. One must exercise care not to injure the internal lateral ligament to which the cartilage is attached. After removal of the cartilage, the joint

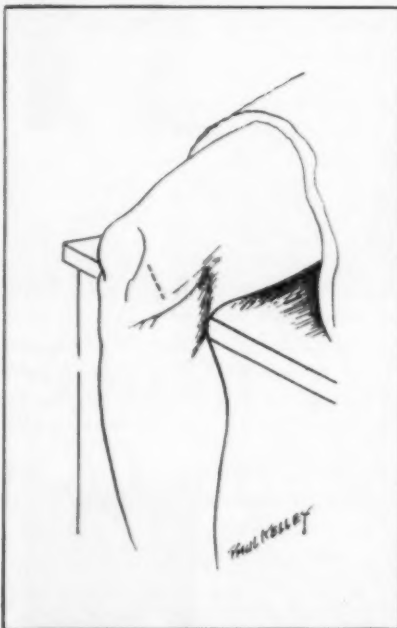


Illustration 6.—Jones's oblique incision with the knee flexed for removal of internal semilunar cartilage. The patellar branch of the internal saphenous nerve is seen below the incision.

should again be carefully inspected and the external cartilage viewed as far as possible. A good view of the anterior part of the external cartilage can be obtained by careful retraction. The wound should be carefully sutured in layers when the closure is being made. No rigid fixation is used in our clinic after operation. A pressure bandage composed of voluminous cotton dressings, tightly compressed by a broad muslin bandage so applied that the cotton projects above and below the circular turns, is all that is used. This bandage controls hemorrhage and sufficiently immobilizes the knee. Mild movements are started in four or five days,

and as soon as the stitches are removed on the tenth day active flexion and extension are encouraged and weight bearing permitted with the knee held in extension. Full use is permitted in three weeks, and normal activity may be resumed in four or five weeks.

The incision for removal of the external semilunar cartilage is exactly the same as that made for the removal of the internal cartilage except that it is placed on the outer side of the joint. At times both cartilages are involved, and both must be removed. This situation occurred in five of our cases. We prefer two separate incisions in such cases, as the cartilages can be removed with less trauma and more satisfactorily than with one large incision. The use of large incisions, such as the split patella and parapatellar approaches, is unnecessary and, in our opinion and in the opinion of many others, has distinct disadvantages in that more damage is done, the period of convalescence is prolonged and at times unnecessary residual disability results. If, on inspecting the cartilage in a knee which has been opened, one finds no fracture, but the cartilage is in any degree hypermobile, it should be removed, even if the degree of hypermobility does not seem sufficiently great to cause many symptoms, provided of course definite symptoms of derangement of the cartilage were present at examination before operation.

The results of removal of cartilage when properly carried out have been excellent according to our experience and that of a host of others. In seventy-six, or 86.3 per cent, of our series of eighty-eight cases in which one or both cartilages were removed, the results were good, in eleven, or 12.5 per cent, they might be termed incomplete and in one, or 1.2 per cent, they were unsatisfactory. By a good result is meant one which gives return of function in the knee and relief from disability, permits the resumption of the former occupation and allows the patient normal activity. By an incomplete result is meant one which relieves the symptoms but does not permit extensive activity to be entirely resumed. It should be remembered that when a displacement of cartilage has persisted over a period of months or years, secondary changes in the knee joint will occur, such as injury to the articular cartilages, arthritic changes, relaxation of the ligaments and loss of muscle control, and that even after the removal of the offending cartilage under such conditions, some interference with

<sup>3</sup> Jones, Robert: Notes on Derangements of the Knee, *Ann. Surg.* 59:989-1001 (Dec.), 1909.



function and some disability may persist although the symptoms attributable to the derangement of cartilage may be entirely eliminated. Most of the incomplete results were of this class.

### **Injuries to the Internal Lateral Ligament**

Injuries to the internal lateral ligament are much more frequent than those to the external lateral ligament—about five to one. They are much less common than are injuries to cartilage. In 241 cases of injury to the knee joint, the internal lateral ligament was involved thirteen times.

**Etiology.**—As in the case of injuries to cartilage, there may be factors predisposing to lesions of the internal lateral ligament, such as faulty statics, due to flat-foot, knock knee and arthritis. However, acute strain of the internal lateral ligament is, as a rule, traumatic in origin, and the form of trauma responsible is usually indirect. The most common form of indirect trauma which causes injury to the internal lateral ligament is inward bending or inward rotation—the same type of injury which causes damage to the internal semilunar cartilage.

**Symptoms.**—At the time of the injury there is: (1) Often a feeling as if something had torn loose on the inner side of the knee; (2) Acute pain referred to the inner side of the joint; (3) Often definite effusion into the knee and (4) pain on attempts at complete extension, owing to the fact that, in extension of the internal lateral ligament, the ligament is made tense. "Blocking" of extension is not present. The flexed position which the knee assumes is due to the greater comfort it affords, and gentle forcing will bring the knee into full extension; this is impossible with "blocking" due to a displaced cartilage. The greatest point of tenderness is on the inner side of the knee, not over the attachment of the internal semilunar cartilage but farther back and usually higher up over the femoral attachment of the ligament. Less often, the point of tenderness may be over the attachment of the ligament into the tibia.

**Treatment.**—Treatment of tears of the internal lateral ligament in our clinic consists of complete immobilization of the joint in a cast, extending from the upper part of the thigh to just above the ankle, for four or five weeks. At the end of this time, massage and gradually increased active movements should be used to restore function. The joint should be protected between treatments for another week. At the end of five or six weeks protection should be discarded and resumption of normal activity should be encouraged, but strain on the ligament should be prevented by elevating the inner side of the shoe, heel and sole, three-

sixteenths of an inch. The reason for rigid immobilization lies in the fact that, after strain or tearing of the internal lateral ligament, traumatic exostosis or ossification of the ligament at the site of rupture or tear, usually at the femoral attachment, may occur, and we feel that complete immobilization until repair has taken place is the safest way to prevent or minimize such ossification.

Occasionally a rupture of the internal lateral ligament may result in so much laxity of the joint as to interfere with stability and cause definite disability. Under such conditions, operative procedures designed to re-enforce the ligament by the use of fascial strips or to tighten the ligament by moving its attachment to the tibia downward, as described by Mauck,<sup>4</sup> are justified and give satisfactory results. Our own preference at the present time, however, is for re-enforcement by fascial strips as being a less extensive procedure and satisfactory as a rule. At times painful ossification of the internal lateral ligament may require surgical intervention, but only if it continues to give painful symptoms. Ample time should be allowed for spontaneous recovery of the patient before one proceeds to operation.

### **Rupture of Cruciate Ligaments**

Ruptures of the cruciate ligaments occur less frequently than injuries to the internal semilunar cartilages and about as frequently as injuries to the internal lateral ligament. In 241 cases of injury to the knee joint, rupture of the anterior cruciate ligament occurred twelve times and of both ligaments but once. The injury is frequently accompanied by evulsion of the tibial spine or its internal tubercle. This complication occurred with rupture of the anterior cruciate ligament four times in our series.

**Etiology.**—The cause of rupture of the cruciate ligaments with or without fracture of the tibial spine is violence, and usually severe violence. To cause rupture of both cruciate ligaments, extreme violence is necessary—such violence as would produce complete dislocation of the knee. Tears or relaxation of the anterior cruciate ligament also occur with a certain percentage of injuries to cartilage. This fact should not be lost sight of, and when a knee is opened for removal of cartilage a careful inspection of the cruciate ligaments should always be made before it is closed. Failure to recognize a tear or relaxation of the anterior cruciate ligament is often responsible for an incomplete result following removal of cartilage.

**Symptoms.**—The history of a severe lateral bending or twisting of the knee is always suggestive, and if at the same

time abnormal mobility is present, suspicion should be still further aroused. The anterior cruciate ligament is tense when the knee is fully extended and prevents the tibia from being displaced forward on the femur. It follows then that, if in the extended position the tibia can be displaced forward on the femur, there is a rupture or stretching of the anterior cruciate ligament. The posterior cruciate ligament is tense in complete flexion and prevents the tibia from being displaced backward on the femur. It follows then that, if in complete flexion the tibia can be displaced backward on the femur, there is rupture or stretching of the posterior cruciate ligament.

Our own preference, however, for determining relaxation or rupture of the cruciate ligaments is to have the patient sit on a table with the knee flexed to about a right angle and the heel lightly braced against the seat of the examiner's chair. If the leg is firmly grasped with one hand just below the bend of the knee and the lower end of the femur steadied with the other hand, abnormal forward or backward movement of the knee can be readily determined by firmly pushing and pulling the leg backward and forward. When the knee is in this position, which is midway between complete flexion and complete extension, both ligaments should be moderately tense and permit no backward or forward movement in the knee joint. If such movement is present, a rupture or relaxation of one or both ligaments is present. Further tests with the knee in the extended or flexed position will then make possible a differential diagnosis between involvement of the anterior and of the posterior ligament. If a definite diagnosis is impossible, the final diagnosis should be left for determination at operation.

The most constant sign of fracture of the spine of the tibia or its internal tubercle is obstruction to full extension. The "block" feels like a definite bony obstruction and is quite different from the rubbery "blocking" which occurs when a semilunar cartilage is injured. X-ray examination will demonstrate the fracture of the spine or its internal tubercle.

**Treatment.**—The management of a ruptured anterior cruciate ligament or evulsion of the tibial spine may be separated into that of the acute case and that of the chronic case with instability of the knee and persistent disability. The former should be conservative, the latter operative.

Conservative treatment consists of absolute immobilization of the knee in complete extension for two or three months. The repair of a ligament requires from five to seven weeks, and no strain should be placed on the knee during the period

(Continued on page 48)

<sup>4</sup> Mauck, H. P.: Virginia M. Monthly 47:18 (April) 1926.

# Taping for Knee Injuries and the Prevention of Injuries

## High School Trainers Lesson No. 3



**I**N every type of knee injury the medical supervisor should make the diagnosis and indicate the treatment to be given. It is the trainer's job to apply the proper tape bandage to the injured part when the boy returns to practice or to the game. If every knee injury had the correct attention and were properly bandaged, trick knees would not be so prevalent among athletes. It is the immediate attention that the trainer gives the injury and the way in which he applies the correct bandage that insures the injured athlete a good knee the rest of his life. At the first sign of an injured knee during practice or a game, the athlete should be taken out, and the injured part should be examined. It may be that he can return to the game immediately, but at least the trainer is safeguarding the injured athlete and the interests of his team by carefully examining the injury.

Knees that have been injured must be given very careful attention for the duration of the injured athlete's competitive days as these injuries require a long time to heal properly. Unless the injured part is given adequate protection, serious after-effects may be expected. It has been found that taping the injured knee is one of the few good ways to prevent the injured part from becoming injured again. The knee is not easy to tape and still retain all of the movements, but if the trainer uses care in applying the type of bandage given in this taping lesson, I am sure that he will be pleased with the results. It is important first that the trainer have the knee bent correctly. Note the ruler in Illustration 1.

It sometimes is necessary to apply the double knee bandage. This will give added strength to the knee and will take care of the injured section on both the outside and inside of the knee. In either type of bandage the trainer should be very careful in applying tape number 5 as this one is the strip that does the job. If the trainer will turn in an anatomy book to the section describing the muscles of the leg, he will find that tape number 5 follows the popliteus muscle. If he imagines that he is inserting a new muscle, this one being tape, directly in place of the injured one,





his taping will turn out very well. This is just exactly what a trainer is doing when he tapes an injured part; he is applying a tape muscle. I do not believe that any trainer can afford to miss reviewing his anatomy from time to time. If he understands the injury, knows the muscles and ligaments involved, and tapes according to the way these muscles are attached and the angle in which they operate, he will not be wrong.

Illustration 1. X marks the spot of injury when the knee has been blocked from the outside. The rule in front of the knee gives you some idea of the amount of bend you should have in the leg before putting this bandage on. Some trainers apply a small round piece of felt over the X mark before they start to tape. This will add more tension to the injured part.

Illustration 2. Start tape 1 just below the calf muscle, pulling upward across the X mark and over the thigh.

Illustration 3. Start strip 2 in front of the shin bone, pulling upward over tape number 1, attaching on the inside of the thigh. Tape number 3, shown in this picture, overlaps tape number 1.

Illustration 4. Strip 5 is the most important strip of tape in this bandage. You will observe that it starts high on the thigh, angling toward the back of the knee, crossing the large piece of cotton placed back of the knee, and continuing on around the lower side of the leg, attached across the thigh in front. It is wise to apply at least three pieces of tape in this manner, each crossing the other directly on top of tape number 5.

Illustration 5 shows how tape number 5 crosses the cotton back of the knee. The strip you see running down the leg is not 5, but is tape number 1.

Illustration 6 shows the angle of tape number 5 as you look at the leg from the  
(Continued on page 50)



# Special Basketball

By Albert Baumgartner

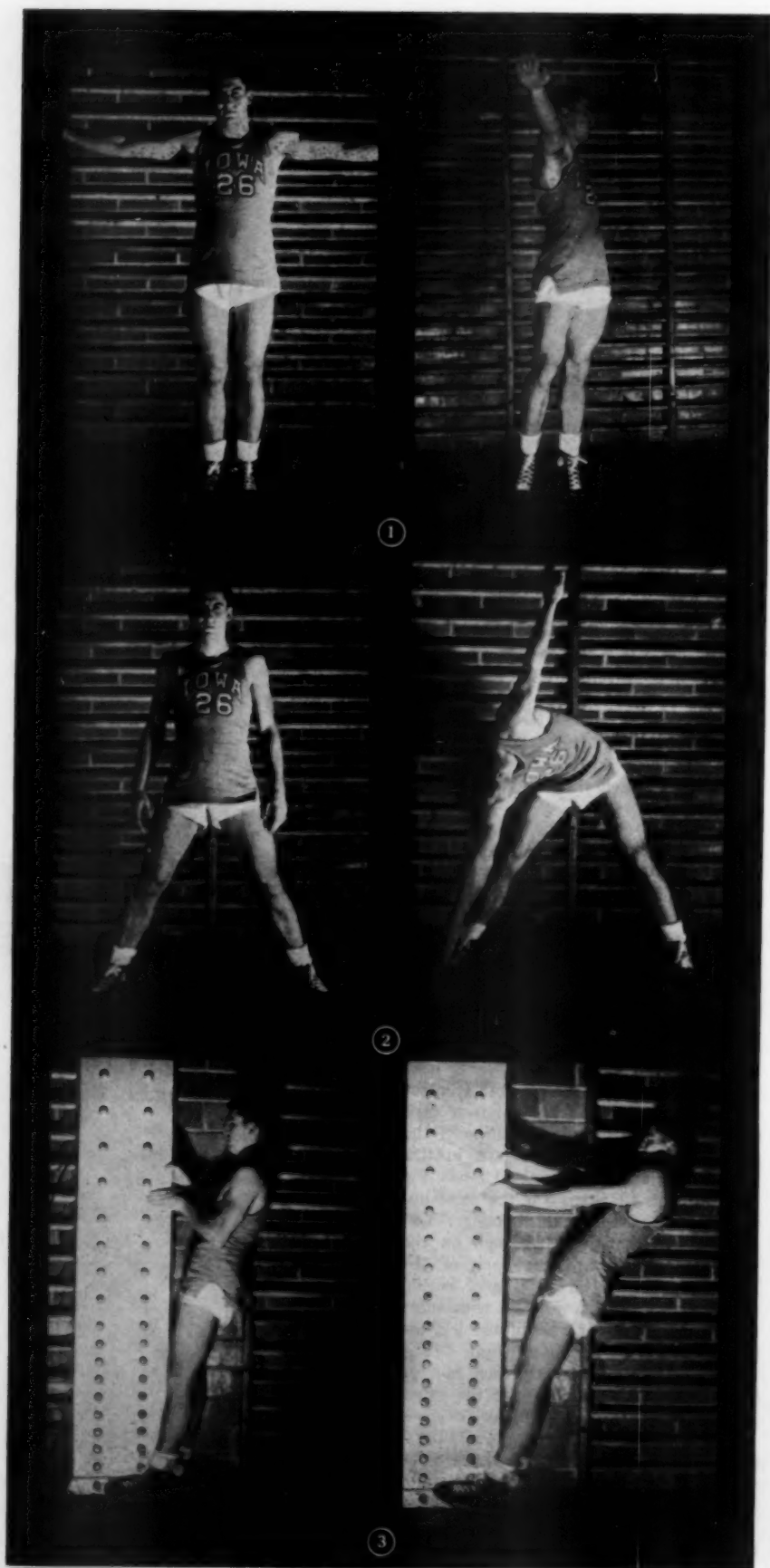
THIS is the second of a series of exercises prepared by Albert Baumgartner. We are of the opinion that every sport uses a different set of muscles and a special set of exercises should be given to fit that sport. These exercises will help any high school or university basketball player and should be taken every day. In this article, only the exercises that will strengthen the muscles used in the shooting of a basketball and in the many quick stops that must be made are given. Wind exercises are not included, as most basketball players get that exercise on the practice floor. Strong legs, good feet, hard abdominal muscles, strong arms, wrists and hands are required of basketball players. The "Iron Men" of Iowa went around during the preceding spring and summer with steel grips in their pockets and used them every time they had a spare moment. Their arms and hands became like pieces of steel and they were able to hang on to anything with which they came in contact. Just as a boxer is good only so long as his feet and legs are strong enough to take him around the ring, so a basketball player's feet and legs are considered to be important. Basketball players should not overlook the exercise for the abdominal muscles. Eighty per cent of conditioning is done by exercises. It is only after the basketball player has the muscles that are to be used in good condition that he can go ahead with work on the drills for fundamentals. The pictures in this article are of Vic Siegle, State University of Iowa forward. Editor's note.

## To Strengthen the Waist Line

1. *Position:* Stand erect with feet together and the arms extended sideways (Illustration 1.) *Action:* Rotate the body by swinging the arms around, at the same time rise on the toes. Be sure to give the abdomen a real twist. Swing to the left and then to the right about thirty times.

2. *Position:* Stand erect with the arms at your sides, legs about twenty-four inches or more apart (Illustration 2.) *Action:* Bend the trunk to the right, touch the right foot with the right hand while extending the left arm behind you; keep the right knee straight. Repeat the same movement to the opposite side.

3. *Position:* Sit on the floor, legs extended forward with the heels about four inches off the floor, hands placed on the floor, near the hips; if possible support on the finger-tips (Illustration 3). *Action:*





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# Exercises for Players

Gymnasium Coach, State University of Iowa

Raise and lower the legs about twelve times or more.

## To Strengthen the Wrists, Fingers and Forearms

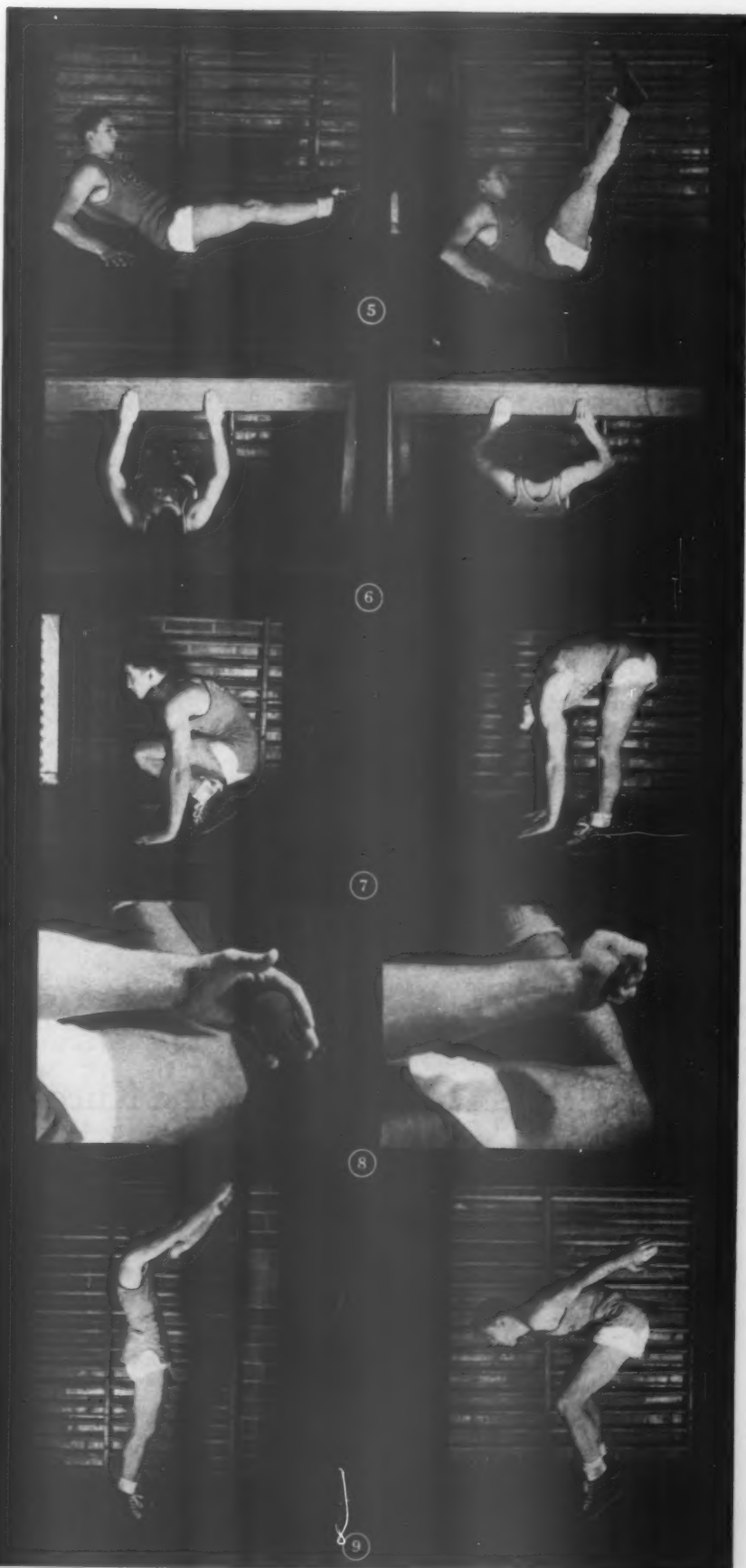
4. *Position:* Stand facing the end of an open door, plant your heels tight against the sides of the door to hold it steady; grasp the end of the door with your hands; arms are flexed (Illustration 3). *Action:* Move the body backward till the arms are extended, then pull yourself forward with your fingers and thumbs. Repeat this exercise at least twelve times.

5. *Position:* Take a four-page newspaper and hold it up by one corner. (Note the paper in Illustration 4.) *Action:* Crumple it into a ball without the help of the other hand. Do this several times with the left hand and then with the right.

6. *Position:* Lie on your back under a table, grasp the under edge of the table with your fingers (Illustration 6). *Action:* Pull yourself up as far as you can, keeping the body and legs stiff, then lower yourself slowly and repeat. Be sure that the table will not tip over.

## To Stretch and Strengthen the Legs

7. *Position:* Flex the knees fully, place the hands on the floor outside the knees and near the toes (Illustration 7). *Action:* Extend the knees sharply, palm of hands (Continued on page 49)



# Relaxation and Simple Living

By Roland Logan

Athletic Trainer, United States Military Academy

**T**HE ability of an athlete to relax before and during a contest is one of the most important factors with which trainers and coaches have to deal in any type of athletic activity.

At crucial times in contests, the champion will overshadow the novice because the champion has learned to relax. It may be said that relaxation is the secret of physical activity. The champion is always loose, confident, and presses only at the proper time. He always conserves his energy, both mental and physical. The novice is red-faced, tense, constantly pressing. He soon becomes mentally and physically tired, and finally fails.

Glenn Cunningham, whom I have trained at different times for ten years, had the fine faculty of taking a cat nap just before a race. It never lasted longer than twenty minutes—just long enough to rest tired nerves and muscles and to store up energy.

During the three years I trained the Red Sox baseball team, we had some men who could relax and some who could not. Lefty Grove, our famous pitcher, always came into my private training quarters about forty minutes before a game. I would loosen and manipulate his shoulders and arm for a minute or two. Soon he would be sound asleep. At exactly twenty minutes before game time, I would awaken the great pitcher. He would then wash his face and go out and warm up—for eighteen minutes to be exact. At game time he was ready. According to the papers, he is forty-two years old now, and like Old Man River, he just keeps going along—largely because he can relax.

It will be remembered that the Pitt team

of '38 was a championship team. I was head trainer there at that time. It was the day of the Fordham game and 76,000 people were roaring for the "kill." Beneath the concrete stands, in the dark and dismal dressing quarters, sat a group of fine players, relaxed, quiet and sincere. Men walked around silently. Some lay on rubbing tables with their eyes closed. Jock Sutherland walked back and forth, never saying a word. No energy was expended, not a muscle moved. It was quiet and serene—very much in contrast to the cheering and excitement on top of the concrete.

At Boston, I have seen promising rookies come in and face great pitchers of the mounds, and go down swinging, all because they were trying too hard, or swinging at bad balls. It is not a physical fault when a batter who has good form and good eyes faces a good pitcher and constantly goes down swinging. My contention is that it is largely mental. My suggestion to such men is to plant their feet, take their stance and drop their shoulders. This dropping of the shoulders tends to relax the arms, shoulders and upper part of the torso. A cat in a state of fright has its shoulders up and hunched. I have seen this in many members of the animal kingdom. In an unrelaxed state, we all tend to lift our shoulders. The secret then is to drop the shoulders, breathe deeply, and, in the language of my college coach, Bill Hargiss of Kansas, "Take it easy and relax."

The other phase of this article is simple living. To attain great heights in athletics a player does not have to smoke to get relaxation; he does not have to eat cer-

tain foods to knock home runs; he does not have to listen to long-winded pep talks to make a touchdown; he does not have to eat any specially advertised energy foods to run a hundred yards in 9.8 seconds. What he does need to do is to live a simple, normal life. He should eat simple, well-cooked foods; he should have a body-building and energy-yielding diet; he should eat slowly and chew his food well—there are no teeth in the stomach. He should get at least nine hours of sleep, two of which should be before midnight. He should sleep in a well-ventilated room, taking care that he is not sleeping in a draft.

An athlete should get plenty of exercise. There is no short road to success in conditioning. Hard work, and plenty of it, is the axiom to follow. First of all, start slowly. Stretch, relax, get warm and work to a climax of fine body performance. Conditioning for all sports is different in many respects. A runner does not condition as a football player does, but there is one thing certain—hard work is the first rule in all sports if one aspires to be good.

I have trained athletes at Kansas University and at George Washington University; I have trained the Red Sox players, athletes at the University of Pittsburgh, and I am now trainer of the cadets at West Point. Some of the men were outstanding like Jim Bausch, Tuffy Lee-mans, John Woodruff, and the greatest of the great, Glenn Cunningham. In this time, I have observed some other great performers in the various fields of sport. Their methods and preparation were mere routines built on relaxation, simple living and hard work.

## Injuries of the Knee Joint

(Continued from page 43)

of repair. Plenty of extra time should be allowed for complete healing. Only temporary stiffness follows even prolonged immobilization, and such stiffness need not be feared. Excellent results are obtained by such conservative treatment adequately carried out.

Ruptured cruciate ligaments which have failed to heal with conservative measures and neglected conditions require operative intervention if stability is to be improved and disability eliminated or reduced. Sufficient of the original cruciate ligament may remain to permit of its being sutured at operation. When this situation is found, we prefer the use of fascia lata for the suturing material. With fascia lata a firm attachment can be made to the bone and a real repair of the liga-

ment made. When, as often happens, there is but a trace of the ligament left, reconstruction of a new anterior cruciate ligament must be carried out. Hey-Groves of England was the modern pioneer in such work, and most of the operations now used are modifications of his method. In principle the method consists of boring a tunnel through the external condyle of the femur and another tunnel through the inner tuberosity of the tibia and of passing through these tunnels a strong piece of fascia lata or a piece of tendon and suturing it there in such a manner as to reproduce the original ligament.

The results of the various operations for the reconstruction of the anterior cruciate ligament are in the main satisfac-

tory. Complete stability of the knee is not always secured, but, if the operation has been properly performed, satisfactory improvement will nearly always result, and complete relief of symptoms with a wide range of activity may be expected in a fair percentage of cases.

Rupture of the tibial spine or its internal tubercle will often become repaired with fixation of the knee in extension. If, however, healing does not take place, removal is indicated. The incision used is the parapatellar approach.

In conclusion I should like to emphasize the fact that internal derangements of the knee involving the semilunar cartilages or the lateral or the cruciate ligament constitute gravely disabling injuries. An accurate diagnosis made early will fre-

quently make possible recovery by conservative measures, while, on the other hand, delay in instituting adequate treatment usually means a prolonged period of disability and frequently a permanent partial disability and makes necessary operative intervention. Finally, it should be generally recognized that, when conservative measures fail to give relief from an acute derangement of the knee or recurring derangements, operation is definitely indicated. If not too long delayed, operation offers a satisfactory outcome with practically no risk to joint or life, provided it is performed with a proper aseptic technic and by one familiar with the condition to be corrected.

## Special Exercises for Basketball Players

(Continued from page 47)

remaining on the floor; the back is well curved and the head bent down.

8. *Position:* Stand with the legs straight; grasp a rubber ball in each hand (Illustration 8). *Action:* Inhale, and start squeezing the two balls ten times before exhaling. Repeat ten times. Tennis balls may be used in place of rubber balls. We have found it advisable to have all boys carry small rubber balls with them all the time, using them in their spare time.

9. *Position:* Stand on your toes, arms extended upward (Illustration 9). *Action:* Flex the knees and swing the arms forward downward and at once jump upward with arm swinging forward upward. Repeat the exercises ten times increasing the height of the jump.

## Bicycles for Training

A rumor has reached the mid-West that a college in the East has issued thirty-five bicycles to its football squad, with orders to use them. The squad members are advised not to ride in automobiles during the season. This should do a great job of building strong ankles, knees and legs, not to mention the improvement in the wind department.

## Training Room Equipment

By Bill Frey

Secretary National Athletic Trainers Association

OUR space for the discussion of training room equipment is limited this month. There are a few instructions for treatment with the infra-red lamps which may be taken up at this time. All infra-red lamps are not of the same voltage, nor do they all radiate the same amount of heat. Trainers should understand thoroughly their lamps and should consult their medical supervisors before starting treatments.

*Abscess*—After the abscess has been drained, treat daily for 15 minutes. Have lamp as close to patient as he can tolerate without burning.

*Bruises*—Ray the bruised area at right angles. Use the lamp as close as the patient can tolerate averaging a 30-minute treatment.

*Colds*—In chest colds, infra-red rays of 20-minute duration, both front and back, will relieve acute congestion. The patient should be kept in the office and after another hour another treatment may be given and after he is removed to his room additional treatments may be given. For head colds, infra-red rays may be given for 20 minutes over the frontal sinuses and at the back of the neck.

*Sinus Infections*—Local treatment with infra-red of 25 minutes over sinus area.

*Infections*—Intensive local application of infra-red over the affected areas, 15 minutes.

*Fatigue*—For the relief of fatigue, a general tonic treatment of infra-red may be given for 20 to 30 minutes daily.

*Insomnia*—Prolonged treatment with infra-red over the spine for 36 to 40 minutes at a distance of 24 inches.

*Sprains*—Intense radiation with infra-red 30 to 40 minutes at tolerance of the patient.

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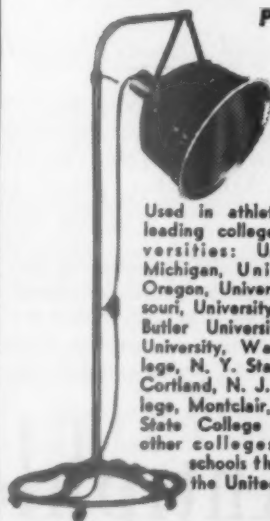
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## Taping for Knee Injuries and the Prevention of Injuries

(Continued from page 45)

outside position. It shows the strip attached on the front of the thigh, coming down the side of the thigh, crossing back of the knee and ending up in front of the shin.

Illustration 7 is the outside view of the binders in position, four in all.

Illustration 8 shows the binders on the inside of the leg.

Illustration 9 shows the binders on the front of the leg.

Illustration 10 shows the same bandage, only applied to the outside of the leg. Sometimes it is used with the first bandage in order to give added strength to bad knees. You will note that tape number 7 starts high on the outside of the thigh, continues down the leg and crosses to the front of the shin bone directly below the knee cap. Leave about one half an inch clearance below the knee cap. Tape number 6 is shown starting high on the inside of the thigh, crossing tape number 7, and continuing down the outside of the shin bone. It is wise to apply two more strips of tape in this same manner, one crossing the other.

Illustration 11 is the front view of the double bandage before the binders are applied.

Illustration 12 shows the position of the binders for the double bandage for the knee.

Illustration 13 shows the front view of the double bandage.

## Examination No. 1

(Continued from page 40)

9. When do you start heat treatments?
10. Name the various ways to administer heat.
11. When do you start exercising the ankle?
12. Should ankles that have been sprained be taped before the athlete returns to practice or to a game?
13. What heat treatment is always available if the training room is not equipped with heat lamps?
14. What is the standard length for an ankle wrap?
15. Why is tape better to use than ankle wraps?
16. Is it easier to prevent an ankle sprain than it is to recondition the ankle after the sprain?
17. When are paraffin baths indicated?
18. When is massage indicated?

## Tape Topics

**QUESTION:** How many hours before a contest should the athlete eat his game meal, and what should it include?

**Answer:** The game meal should be given three hours before the contest. An ideal meal may include baked potato, 1 pat of butter, 1 baker's dish of peas, 2 slices of toast, 1 lamb chop, 1 cup of tea, honey for the toast. Eggs may be substituted for the lamb chop or a small steak may be eaten.

**QUESTION:** I am now employed in a community house, directing the athletic program. May I become a member of the National Athletic Trainers Association?

**Answer:** Qualifications for membership in the National Athletic Trainers Association are listed on page 38 of the October issue of the Trainers Journal. We are very happy to have any one connected with athletics as a member of the National Athletic Trainers Association.

**QUESTION:** Will certificates be issued to high school student trainers?

**Answer:** Examinations will be given each month by the coach, or medical supervisor and the grades will be recorded by him. At the end of the four-year course a student will be eligible to junior membership in the N.A.T.A.

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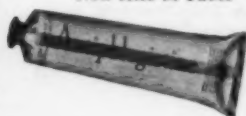
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## Purposes and Objectives of Fall Track and Field Practice

(Continued from page 38)

beliefs should be emphasized as objectives and purposes of fall track and field practice. They are: 1. To interest new men in the sport. 2. To hold the interest of those already engaged in track and field who are not out for another sport. 3. To help develop team strength by trying old and new men in events which will need participants. 4. To improve those men who were out for the squad last year but who did not prove to be outstanding. 5. To improve those men already considered outstanding.

It is with these purposes and objectives in mind that a coach may promote a sound fall practice schedule in the high school or college. During this period of the year, the track and field coach will find that he has more time to devote to individual coaching problems than he ordinarily has in the spring when the pressure of meet competition is at hand.

In certain sections of the country, indoor track and field contribute, to some degree, benefits that outdoor fall practice offers in localities where an indoor season is not necessary. Outdoor fall practice is desirable if the season's best performances are to be achieved during the spring and summer outdoor seasons.

## An Englishman's Opinion of American Games and Sports

A NATIONAL magazine recently carried a reprint of a booklet given to the British boys who have been sent over here for training in American aviation schools. The part of the article which pertains to American games and sports is of special interest to us. The British boys were told that they would see something of American games and sports and the author advised them against any misunderstanding of our sports. He said that we had inherited something of the tradition of the American Indian, that we had the "same preliminary war dance and concurrent excitement, the same love of violent action, the same war cries, and the same concentration on the scalp as the object of the expedition."

The parts that pleased us most were the statements, "You will find plenty of sportsmanship, and a code of what is and what is not to be done" and "The idea is to win, not just to have a game—and it is not a bad idea for a fighting man."

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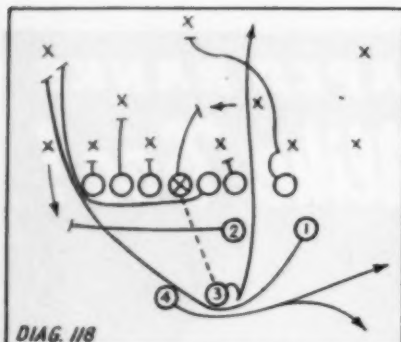
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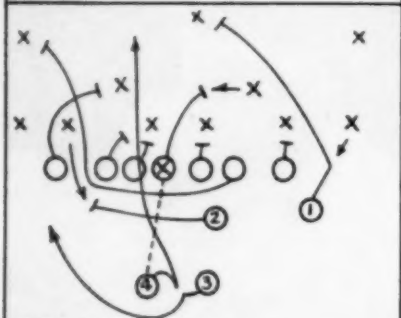
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on the technique of athletic taping, is still available to any interested school or college. This film has been in constant circulation ever since its release in early 1940.

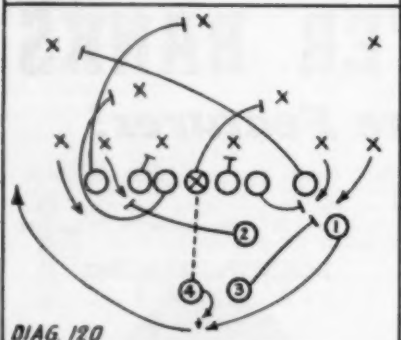
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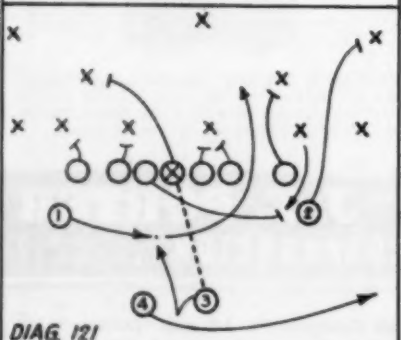
DIAG. 118



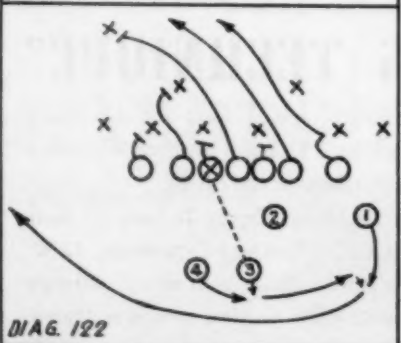
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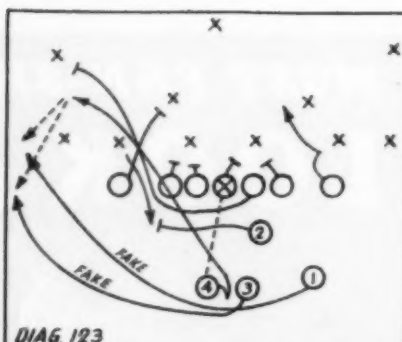
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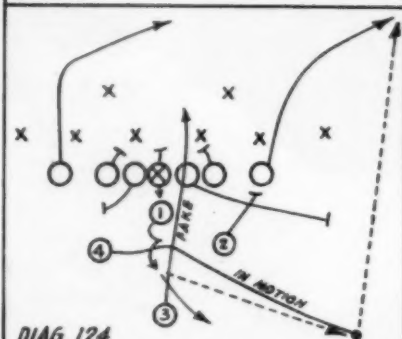
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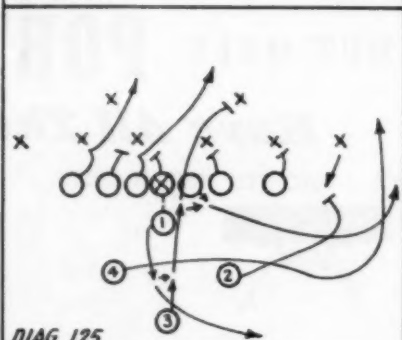
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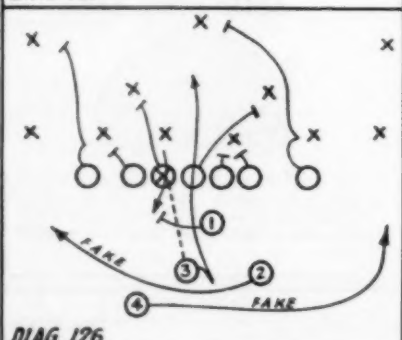
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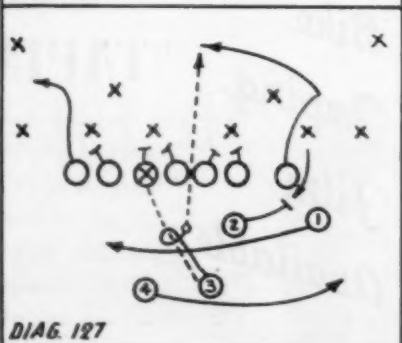
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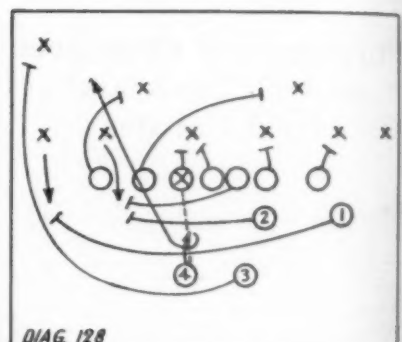
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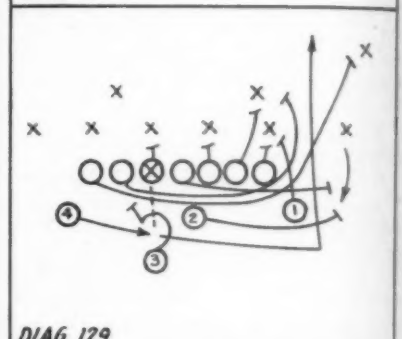
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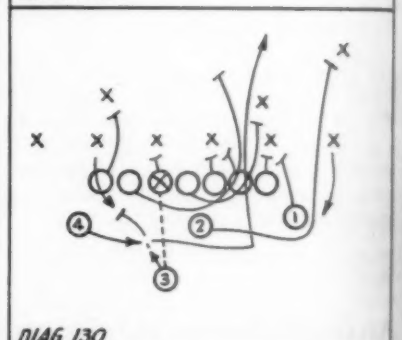
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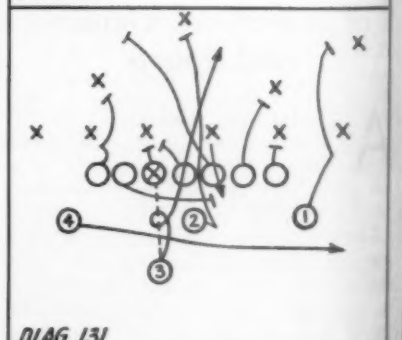
DIAG. 128



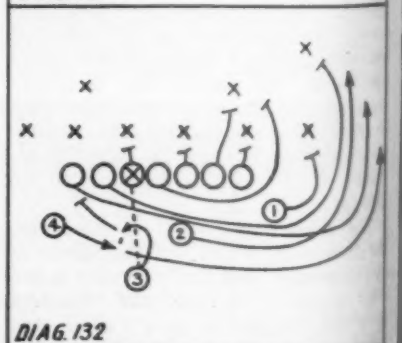
DIAG. 129



DIAG. 130



DIAG. 131



DIAG. 132

## Football Offense of 1941 in the High Schools

(Continued from page 30)

the tackle. The left tackle pulls out to lead the interference. Diagram 108 is an end-around double reverse. The ball goes from 3 to 1 to the left end. Diagram 109 is an optional pass play from a single wing. Diagram 110 is a fake reverse forward pass with optional lateral. Three spins, fakes to 1, then passes to the left end who may lateral as indicated. Diagram 111 is a spin play with a trap on the guard. Diagram 112 is a cut-back to the short side with the tackle, 1 and 2 leading the play. Diagram 113 is a tackle-around play. This play is particularly effective when used in a sequence following a deep reverse. Diagram 114 is a lateral forward pass play. The ball goes from 4 to 1 who was in motion. One shoots a long pass downfield to the left end. Two draws the halfback out.

### New Jersey

In Diagram 115 the 2 back receives the ball from center, fades back one step and hands it to the left guard who goes wide.

### New York

Diagram 116 is an end-around from a fake spin by the fullback. The play is run from the single wing unbalanced line. Diagram 117 is also run from the single wing unbalanced line. The play is a fake back by 3 who hands the ball to 2. Two half spins and drives inside the short-side tackle. Diagram 118 is a spinner play. Three spins, fakes to 1, then goes inside tackle. Four fakes either a run or a pass. Diagram 119 is a fake reverse with a mousetrap on the defensive right tackle. Diagram 120 is the Statue of Liberty play.

### North Carolina

Diagram 121 is run from a double wing with a balanced line. Three fakes to 4, then drives forward and hands the ball to 1 who goes inside tackle. In Diagram 122, 3 hands the ball to 4 who goes to his right. One takes the ball on a reverse. No one blocks the right defensive end so the success of the play depends upon the ability to fool him.

### North Dakota

Diagram 123 is run from a formation that is a cross between the Minnesota and T formations. The ball is passed to 4 who spins, fakes to 3 and 1, then drives into the line. The lateral is optional. A good sequence is worked out by giving the ball to 3 or 2 or to the right end. In Diagram 124, 1 fakes to 3 coming into

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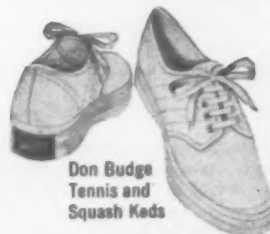
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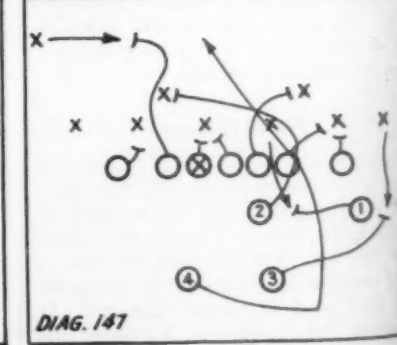
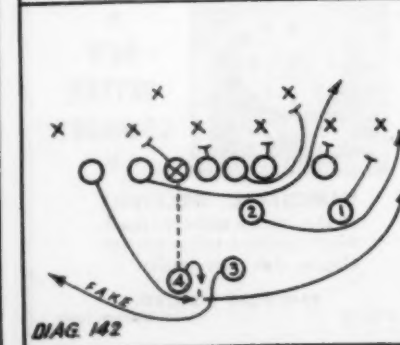
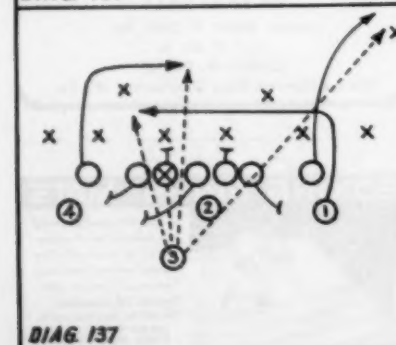
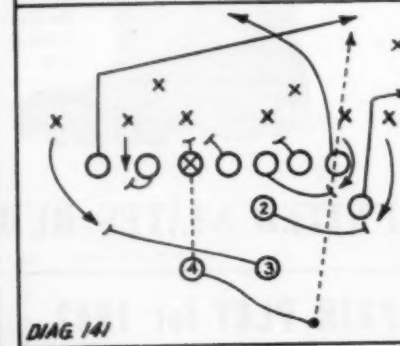
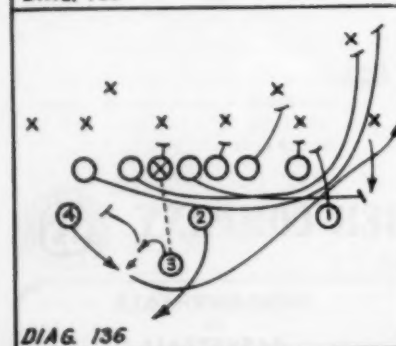
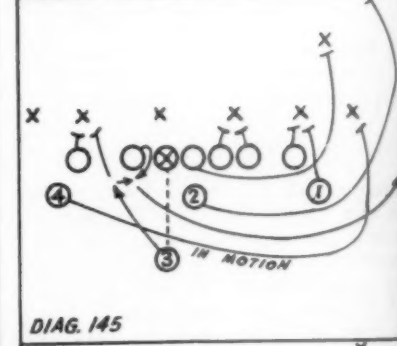
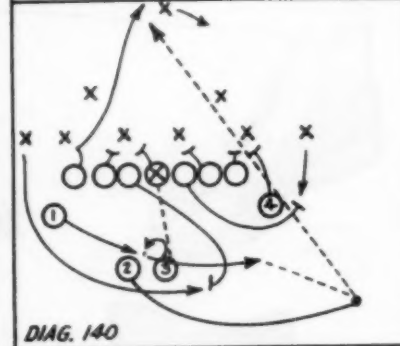
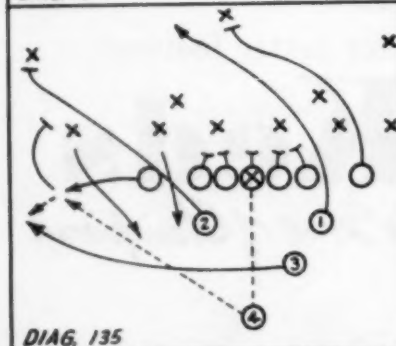
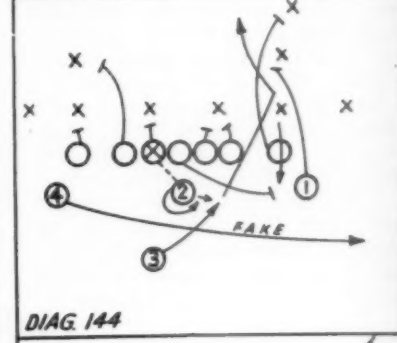
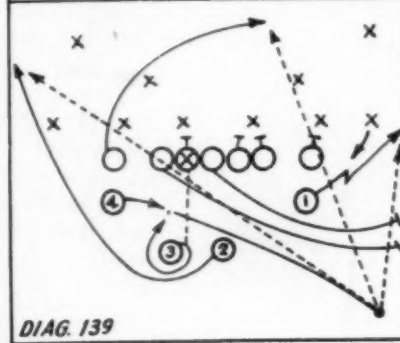
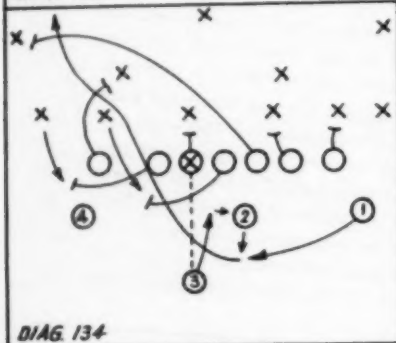
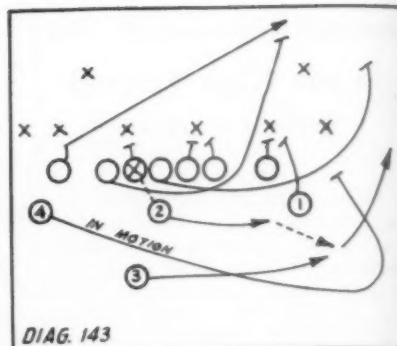
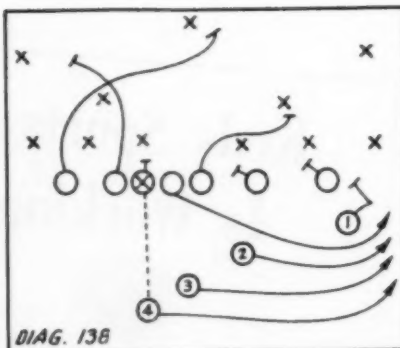
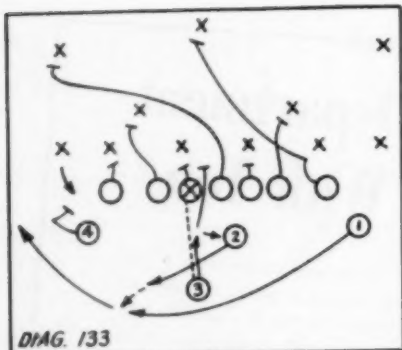
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the line, then throws an underhand lateral to 4 who was in motion. The pass is thrown to the right end who has sneaked into secondary. Note that both Diagrams 124 and 125 are from the T-formation. Because of intricate ball-handling our artist purposely dropped 3 farther back so that all movements could be clearly shown. Diagram 125 is one of a sequence of plays. In the preceding plays, 3 hit the line. In this play, the ball goes to 1 who runs back and hands the ball to 3. Three drives into the line, handing the ball to the right guard. Two and 4 form the interference. Diagram 126 is a half spin straight over center. Four starts with the snap of the ball to attract attention.

#### Ohio

In Diagram 127, 3 drives forward, spins and fakes to 1, then throws a pass into the flat to the right end. Diagram 128 is a fullback spinner inside the weak-side tackle. Both the tackle and 2 block the defensive left tackle who is allowed to come through.

#### Oklahoma

Diagram 129 is a reverse cut-back outside tackle. Three half-spins and hands the ball to the wing-back. Diagram 130 is a reverse inside tackle without 3 spinning. Diagram 131 is a spinner with a trap on the left guard. Diagram 132 is a reverse sweep, the ball going from 3 to 4 on a half spin. These four plays are a good sequence for a double wing attack.

In Diagram 133, a play off the double-wing, the ball goes to 3 who drives into the line, handing the ball to 2 who laterals to 1. Diagram 134, also from the double-wing, is a good play for the opening play of the game. Three drives forward, handing the ball to 2 who quarter-spins and hands the ball to 1 who goes inside tackle. Diagram 135 is run from a long-punt formation. Four passes to the left end who has floated to his left. The end laterals to 3. Diagram 136 is a double-wing reverse, the ball going from 3 to 4. Diagram 137 is a quick pass play from the double-wing. Diagram 138 is a single-wing spread.

There has not been any noticeable trend toward the T formation in Oklahoma. The double-wing seems to be leading in popularity.

#### Oregon

Diagram 139 is a reverse pass from the double-wing. Three spins, faking to 2, completes the spin, gives the ball to 4 who fades to his right and throws to one of three receivers. Diagram 140 is a lateral forward pass from the double-wing. Three spins, and gives the ball to 1, who laterals to 2 who throws deep to the left end. Only one of the larger schools in Oregon is using the T formation.



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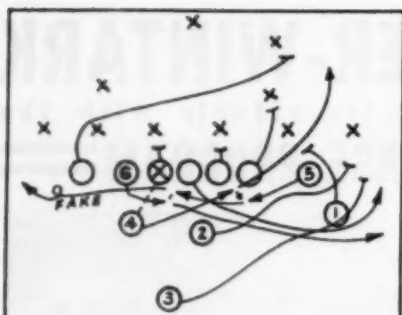
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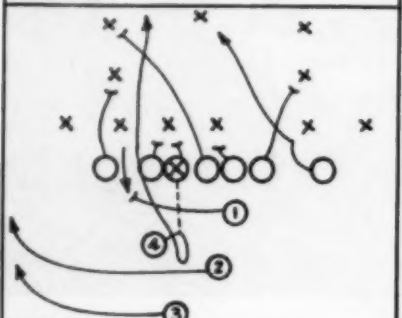
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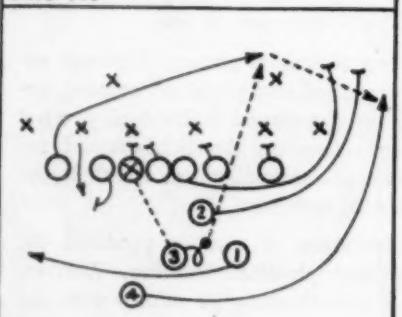
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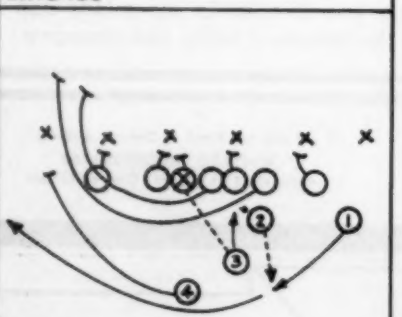
DIAG. 143



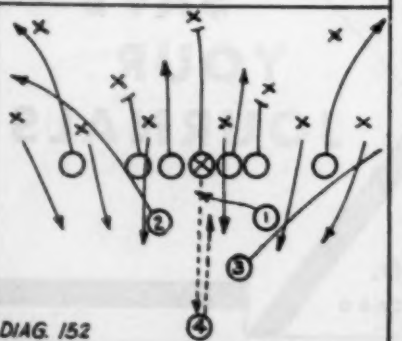
DIAG. 149



DIAG. 150



DIAG. 151



DIAG. 152

## Pennsylvania

Diagram 141 is a forward pass, fullback to left end. Diagram 142 is an end-around. Four spins, fakes to 3 and hands the ball to the left end.

## Rhode Island

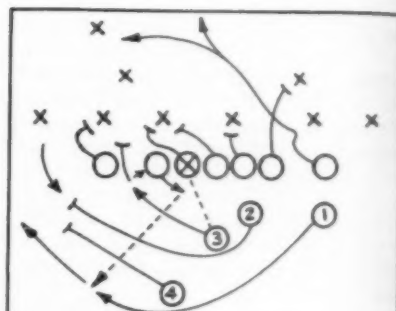
In Diagram 143, 2 runs to his right, lateralizing to 3. The left end goes down, assigned to the defensive left halfback. Diagram 144 is a trap play on the tackle from the double wing back formation. Diagram 145 is a fake plunge and guard reverse. Three drives into the line, handing the ball to the guard. Four is in motion. Diagram 146 is a reverse to the right through center. Diagram 147 is a cut-back over guard. This is a sequence play, the preceding play going outside tackle.

## South Carolina

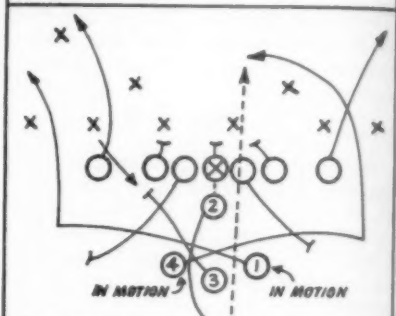
Diagram 148 is a double reverse with some intricate ball-handling. It is a sequence play after a reverse by 5. The ball goes to 4 who fakes a plunge outside the defensive left tackle. The right end 5 pulls out and takes the ball, handing it to the left guard, 6, who goes wide to the right. Diagram 149 is a trap play which has been successfully used against a hard charging tackle.

## South Dakota

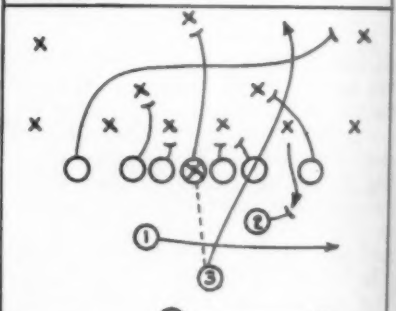
Diagram 150 is a quick-pass play. Three fakes to 1, then forward-passes to the left end. The lateral is optional. The defensive fullback is pulled in, expecting a line smash. Diagram 151 is a fake into the line with a lateral. Three drives into the line, handing the ball to 2 who laterals wide to 1. The guard and tackle pull out to lead the play. Diagram 152 is a screen pass from a punt formation. The defensive linemen are let through. Four throws a short loop pass over their heads to 1. The offensive linemen go down field to block the secondary. The play in Diagram 153 is from a single-wing formation, the line unbalanced to the right. Three drives into the left side of the line, handing the ball to the guard who steps behind center and laterals to 1 who goes wide. Diagram 154 is a T formation pass play. Four is in motion first, followed by 1, thus giving the effect of double wing. In diagram 155, a play from the short-punt formation, one fakes taking the ball and provides a screen. Three is balanced and set before hitting the line. Diagram 156 is a sequence play. In the preceding plays, 3 takes the ball and hits the line. In this play 1 spins and fakes either a lateral or a forward to 4. Diagram 157 shows a box formation, used by one team in the state. Backs 3 and 4 face halfway toward each other and form the



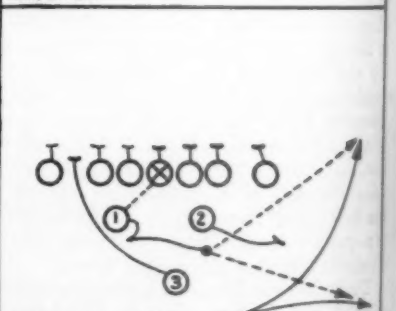
DIAG. 153



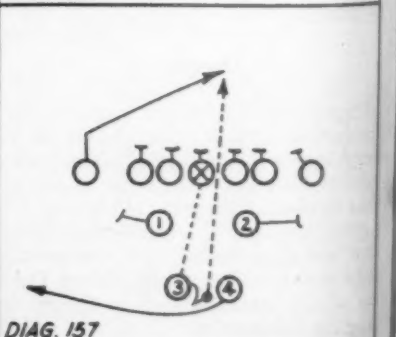
DIAG. 154



DIAG. 155



DIAG. 156

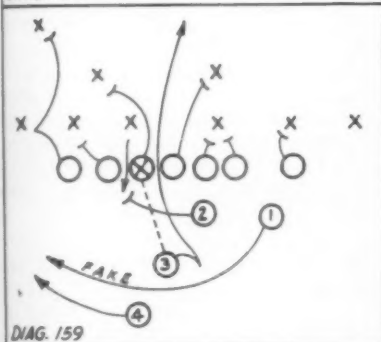
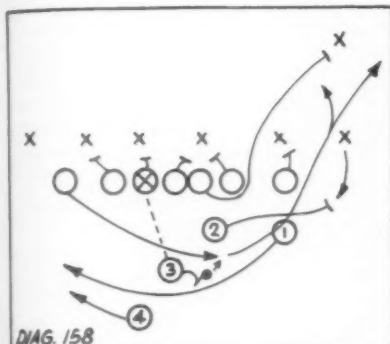


DIAG. 157

basis for a fine spinner attack. The single-wing formation is the most popular one in the state with a trend toward the short punt. Several coaches put the tail-back about eight yards back, forming a deep punt. The T formation is used some in the Eastern part of the state.

### Tennessee

Diagram 158 is an end-around. Three half spins and fakes handing the ball to 1. Instead, he hands it behind him to the left end. Diagram 159 is a spinner over center. Three spins and fakes to the wing-back.



We were unable to include the remaining fifty-three plays scheduled for this issue. These will appear in the December issue. This, we believe, is the most comprehensive review of nation-wide football offense in the high schools ever attempted.

## Sports and Military Preparedness

(Continued from page 9)

is of considerable importance; it develops national unity and morale. But, it may be added, there are other matters of even greater importance. These are: How many people participate? How regular is individual participation? What kinds of sports are participated in? And what is the manner of participation?

Since the close of the last war, the writer has spent two and a half years in Europe, East Asia, and North Africa studying the sports situation. No one,



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of course, knows what the situation is today, but I am certain that before the present war started there was, in proportion to the population, far more participation in sport in every country in northern Europe and in England than in the United States. For those who might have some doubt about this statement, the following incident, typical of many that might be reported, will prove interesting.

Several years ago, one beautiful Sunday in July, I walked from Heidelberg to Dilsburg—a village perched on top of a hill about nine miles up the Neckar River Valley—and back. I left Heidelberg at nine o'clock in the morning and, after stopping for lunch and resting several times along the way, returned to my starting point shortly after four o'clock in the afternoon. The remarkable feature of the trip was the number of people met and seen along the way—people walking along the road or along the river, canoeing, swimming, bicycling, scrambling up the hills, picnicking and resting in the fields and woods.

Returning to my hotel, I sat down and, with paper and pencil, made a careful estimate of the number of people I had seen disporting themselves in the open. My final total was 30,000 different individuals. The majority of people seen were walking along the highway. They came tramping down the road singly, in pairs, in groups of three, five, ten, twenty, and in a few instances even fifty or more. Some groups were comprised only of boys or men, some only of girls or women, some were mixed. The age range apparently spanned the whole period of life—from two to ninety-two.

The American landscape, as the reader must know, presents no sporting scene comparable to that described above. For the past fifteen years I have tramped along the roads, trails and creeks neighboring Urbana once or twice each week and, exclusive of those accompanying me, it is only rarely that I have encountered others participating in outdoor activities. Considerable travel through all of our forty-eight states has convinced me that this is representative of the country as a whole.

The reader who has any doubt about this is invited to count the number of hikers, bicyclists, canoeists, skiers, and the like noted when making his weekly motoring trip into the country this coming Sunday. Anyone who tries this and finds it fruitless may turn to counting the number of automobiles seen on the highway, or the number of people entering movie houses, or the number of people listening to the radio, or the number reading the Sunday paper.

Given the opportunity, I could report further on the sports situation in northern Europe. I could tell about seeing thousands of people pedaling bicycles sixty, eighty, one hundred, and even two

hundred miles on week-end holidays; and gymnastic festivals in which there were 100,000 participants and, interestingly, less than half as many spectators. I could report on several instances where I have seen swarms of people scrambling up the sides of mountains; and in the winter seeing other swarms skiing down the sides of these same mountains. I have witnessed cross-country races of five, eight, and ten miles in which there were 10,000 participants. I have on several occasions seen lakes so thickly dotted with watercraft—canoes, row boats, and sail-boats—that the craft could not be accurately counted. I could literally spend several hours in describing scores of incidents, events, and affairs seen with my own eyes, which have no parallel in this country. But this is impossible. Time forbids. The fact remains that, relatively, the people of northern Europe participate in sports far more extensively than do the people of this country.

There are, however, two other aspects of the general sports situation which merit mention: (1) The kinds of sports we participate in; (2) The manner in which we participate; (3) Our interest and enthusiasm in sports as non-participants, in other words, our disposition to take our sports vicariously.

With regard to the kinds of sports participated in, there are good reasons for believing that in recent years the American people have shown a steadily increasing tendency to favor the softer, more genteel sports in contrast to the harder, more rugged sports. As evidence of this trend, it may be noted that, while during the past two decades there has undoubtedly been some increase in the number of individuals participating in most sports, the greatest increases, with a few exceptions, have occurred in those sports which are properly designated as less strenuous.

There are no official records covering the matter, but in checking my own recollections, I find that the sports which have shown the greatest expansion during the period are as follows: volleyball, table tennis, paddle tennis, bowling, squash rackets, badminton, horse shoes, weight lifting, shuffleboard, golf, tennis, archery, skeet, softball, six-man football, and skiing. It will be noted now that of these fifteen sports, only three—skiing, six-man football, and weight lifting—may be classed as definitely strenuous; five—volleyball, squash rackets, badminton, tennis, and softball—may be classed as moderately strenuous; and seven—archery, skeet, table tennis, paddle tennis, bowling, golf, and horse shoes—may be classed as relatively non-strenuous.

As further evidence of this trend, it may be noted that, during this period, track and field athletics and cross-country running have barely held their own, and baseball and gymnastics have actually lost ground. All of these sports may be classed

as being of the more strenuous type. Then, too, there is the current tendency to substitute softball for baseball. Incidentally, it might be mentioned that the college track coaches are now considering the question of reducing the distance covered in cross-country running. The boys, it is reported, complain that the present run is too long and too strenuous. Finally, it may be pointed out that, while in recent years we have increased both our outdoor sports facilities—parks, beaches, playgrounds, athletic fields, and the like—and our indoor sport facilities—gymnasiums, natatoriums, recreation centers, etc.—we have shown a tendency to use the latter more than the former. In general, indoor sports are less rugged than outdoor sports.

This is in direct contrast to conditions found in Europe. Here we find that during the past two decades not only has sports participation increased markedly, but the increase has occurred principally in the field of strenuous sports. Moreover, the greatest expansion has taken place in the field of rugged outdoor sports. The sports that have shown the most marked increase in popularity in this region during this period are track and field athletics, skiing, canoeing, swimming, mountaineering, gliding, bicycling, weight lifting, wrestling, sailing, handball (a combination of basketball and soccer played on a field), basketball, boxing, and table tennis. It will be noted that of these fourteen activities all but two—table tennis and gliding—are of the rugged type. Moreover, all but five—weight lifting, wrestling, boxing, basketball, and table tennis—are normally performed in the open, and, it may be added, in this region it is common practice to perform even these out of doors.

Not only have we displayed an inclination during the past twenty years to favor the softer types of sports, but during this period we have also shown a tendency to perform them in "the easy way." I am not sure that we, as a people, have ever, except on rare occasions, "played hard," but I am sure that today we are for the most part disposed to "play easy." Many illustrations could be given in support of this statement but for obvious reasons two must be made to suffice.

The United States contains a great number of beaches both inland and along our several coasts. In visiting one of these beaches on a hot summer day one is impressed by the sight of thousands of people clad in swim suits disporting themselves on the sand and in the water. One naturally assumes that all of these people spend a great amount of time swimming. I have been told by life guards, however, that this is not the case. In the first place a good percentage of those on the beach do not even go in the water. The majority, of course, go in but spend their time principally in wading around, splashing water, ducking each other, diving



through the waves, tossing balls, and playing with inflated equipment. Most of these people do not swim more than ten yards at a time and not more than two hundred yards during an entire afternoon. Only a few swim any considerable distance or for any period of time. The point is that of the millions of people who visit our beaches on any warm Sunday afternoon in the summer, the great majority spend their time picnicking, wading, sun bathing, "fooling around," and strolling. Not one in a thousand does any real swimming; not one in a thousand gets a real workout.

I have been informed that there are ten times as many motor boats in the United States as sail boats. We enjoy traveling by water but when we travel this way we prefer to sit in a launch and be pushed along by a gas engine rather than hang onto a sail boat and by means of our own skill and strength and ingenuity contrive to make the boat go where we want it to go. This first way, of course, is much less arduous.

The foregoing remarks have been devoted to showing that the sports participation situation in the United States is not as favorable as public opinion is disposed to credit it. We fall short in amount, in kind, and in manner. We do not participate nearly as much as we might and should; we favor the more genteel indoor sports rather than the more rugged outdoor sports; and we are disposed to perform them casually or slovenly; or take them sitting down via the bleachers, newspapers, movies, and radio.

The point of all this is that our present program in sport is not adequate to the need. The end sought—the creation, or better, the re-creation, of a hardy race of people similar to those who inhabited this land a century ago, a race of people prepared to defend the country—barring manual labor, can be gained only through the introduction of a program of sports that extends far beyond anything we have hitherto contemplated. It would include regular participation by almost every member of the population—male and female, lame and well, old and young. It would include participation in every type of sport now performed and many more that would be invented. Finally, it would include a new emphasis on the rugged outdoor sports—hiking, mountaineering, canoeing, sailing, riding, gliding, skiing, skating, fly fishing, hunting with a camera, hunting with a bow, bicycling, camping, and the like.

The attainment of this objective, it seems to me, constitutes a major challenge of the years immediately before us. Any one who is at all aware of what is happening in the world must realize that tough times are ahead. The nation or nations with the toughest inhabitants are most apt to survive. Sports constitute

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an excellent means of contributing to this toughness. The American people, therefore, might advisedly give serious consideration to the matter of improving their present sports habits.

It occurs to me, now, that the facts presented above may not be completely convincing. Some of my readers may still be skeptical of the part that sport might play in preparing for war. For such as these, the following facts drawn from the plans, programs, and developments of the principal contenders in the current war—Germany, France, and England—should provide conclusive proof.

First let us consider Germany. Earlier I mentioned the fact that the people comprising the nations of northern Europe had in recent years participated extensively in sports. It may be added now that this movement started in Germany shortly after the first World War; and it was in Germany that the greatest development took place. Throughout this period the government authorities promoted sports through the appointment of national, state and municipal sports leaders, the construction of numerous sports facilities, the organization of thousands of sports clubs, and in many other ways. It may be said without fear of contradiction that during the decade which preceded the present World War, Germany not only led the world in sports but in actual fact was far in advance of its nearest rival.

These are grounds for believing that during the past two years the German army has been the finest in the world. Since the invasion of Norway the experts have credited the succession of Germany's victories to Fifth Column techniques, superior machines, superior organization, superior strategy, in fact everything but superior personnel. I, for one, however, am inclined to believe that, when all the facts regarding these successes are finally known, the quality of the German soldiers will stand out as constituting a major factor. This brings us to the point. The sports program mentioned above unquestionably has contributed a great deal to the development of these soldiers.

Now we may turn to France. It will be recalled that a few months ago the French army and the existing French government collapsed. It is interesting to note that one of the first acts of the new French government was to appoint a National Director of Sports. And then a few days later the director announced plans to create twenty thousand sports areas. These developments suggest that the French government, if not the French people, have at last recognized the meaning of sports in the national welfare, and are looking ahead as the German government did under similar circumstances some twenty years earlier.

And finally England. It will be remembered that earlier I included England in the list of countries whose sports

programs exceeded those carried on in the United States. The English program is unique, however, in that it is not the product of a recent development. As a matter of fact the English may be properly credited with initiating the entire modern sports movement about a century and a half ago; and in the years following, spreading and developing sport throughout the world. Since the year 1900, sport has been accorded a prominent place among all classes of the English people. To many Englishmen, sport is one of the all-important essentials of a good life.

The reader has undoubtedly heard the often-quoted statement that, "the Battle of Waterloo was won on the playing field of Eton." The idea contained here has been frequently held up to ridicule, and if its implications are carried too far, this ridicule is justified. On the other hand, it may be recorded that the English people themselves hold that the training received in sports has been a decided asset in every war in which they have engaged since the beginning of the nineteenth century. Their record in these wars suggests that the idea might be well founded. It is interesting to note also that in the present war the English are still fighting. It is entirely possible that someday the Battle of Britain, too, will be won by the English, and if and when this happens, one may be sure that the sports fields of England will have played no minor role.

In conclusion, one other aspect of the subject may be mentioned briefly. It has become quite apparent that, since the events of last spring, when the American people became thoroughly aroused over the question of national defense, a steadily increasing number of people have adopted the view that our military training program should be extended and expanded. The idea has found expression in the formulation and promotion of a variety of proposals and plans. One of these consists of extending the program of military training in our secondary schools. We are informed that in recent months a large number of local school boards have petitioned the War Department for permission to establish military training units.

Needless to say this movement has not developed without opposition. In the minds of many, including the present writer, the introduction of military training in our secondary schools constitutes a grave mistake. It threatens to engender certain undesirable patterns of thought and behavior. It would add one more subject to a curriculum already overcrowded. Then, too, there is some question as to its general effectiveness. And finally, it is the opinion of many that the end can be better achieved in other ways.

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## BUILDING HEALTH AND STRENGTH for America!

Certainly one of the foundations upon which to build a vigorous America is the careful, healthful training of its young men. And school athletic training is one of the finest, most fundamental means of building health and strength in the nation's man-power. Down through the years, Geo. McArthur & Sons has assisted this program by affording high schools, colleges and universities a most practical school towel system—a source for obtaining fine quality towels. We sincerely hope our suggestions have accomplished some part in building health and strength into young American manhood—by promoting cleanliness and well-being in the habits of athletes.

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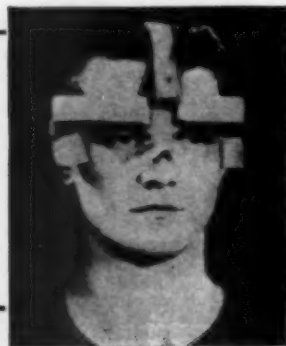
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with the  
**ARRA-SPORTVIZOR**

ARRA SPORTVIZORS protect the glasses, but do NOT impair vision. Light weight, comfortable, adjustable, ARRA SPORTVIZORS should be on your equipment list for all athletic teams.

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Rochester, New York

find it profitable to give some thought to the military training procedures used by the several nations now fighting in Europe. Here we find, quite significantly, that the two leading contenders—England and Germany—have neither required nor offered military training for boys of high school age; and this holds true both in school and outside of school.

The English have been traditionally opposed to the idea of compulsory military training in any form, and except in times of actual emergency have not had such a program at any age level. They are, however, quite conscious of the fact that sports and physical education contribute a great deal toward developing the youth of the nation. They have proceeded on the assumption that, when an emergency arose, the youth of the country would be in condition to receive military training and to fight. Recent events suggest that this assumption is justified.

The Germans, on the other hand, have a long tradition of compulsory military training. But in recent years this training, contrary to general belief, is neither

offered nor required until the candidates are about twenty years of age. And, it may be added, this is part of a deliberate policy. The government authorities have taken the position that one of the primary objectives of the education program during the teen years was to develop strong, robust, dynamic youth. This was accomplished by means of an elaborate program of physical education in the schools, sports outside of school, and work in camps. The program in military training followed.

The French, on the other hand, have fostered military training in one form or another during the secondary school period for many years. In some instances this training has been carried on outside of school; in some instances in school. The same general situation holds true for the Italians.

The military records of the nations mentioned above suggest that a program in sports combined with programs in sports education, health education, vocational training, and work, not military drill constitutes the best preparedness program during the secondary school period.

## The Health of the High School Athlete

(Continued from page 22)

vantages of sports participation outweighed the disadvantages even in case they had been injured.

3. A large percentage felt that they had been distinctly benefited in a health way by competitive sport.

4. Twenty-eight and nine-tenths per cent stated that they had not been examined before participation in competitive sport. I cannot believe that the percentage of those not examined is this high, but if it is, something should be done about it very quickly.

5. Ten and five-tenths per cent felt that their pre-sport examination was not thorough.

6. Thirty-eight and nine-tenths per cent stated that they were not examined before returning to sport participation after illness.

My clinical, educational, personal and social experience, and the results of the questionnaire have convinced me that there are three conclusions which may be drawn as to medical conditions in present-day American high school sports.

1. The vast majority of high school athletes are benefited in a health way as well as in many broader, less tangible ways by their experience as participants.

2. A minority of those participating in high school sports are unnecessarily injured in a health way by that participation.

3. A small minority of candidates for high school athletic teams are denied the privilege of participation in sports be-

cause of unnecessarily extreme medical viewpoints.

### Practical Suggestions

1. That no high school athlete be allowed by the coach or by the administrative head of the high school to start practice without definite proof of adequate medical examination, and without signed permission from his parents.

2. That athletic participation forms such as are now distributed in great numbers by high school athletic associations be improved from the essential medical protection standpoint.

3. That methods of subsidy, to make possible the correct health-protecting examination and even health correction for athletes, be arranged from the individual and educational as well as from the increasingly necessary defense angle.

4. That, as far as possible, a health inventory of high school athletes be arranged, in addition to the athletic health protection examination.

5. That a medical health advisor be added to the office of the state high school athletic associations to advise with and act as assistant to the commissioner, or state secretary.

6. More thorough study of the field should be made possible so that adequate examination and adequate standards for participation could be made universal, the exclusion of boys from sport unnecessarily could be prevented, and the effects of sport on the individual could be more scientifically known.





THE photograph above is interesting because of the story that accompanies it. One of the sporting goods manufacturers sent a ball to one of their former employees now in the army. We followed up with some Journals. The reaction to the first ball was so favorable that another box, this time containing several balls, was sent. Here follows the first paragraph of the letter which acknowledged them, "I received the box of balls today. I don't think it is possible to put on this paper the appreciation and thanks we would like to extend to you. You already know the story of the first ball, so allow your imagination to picture a group of men who are supposed to be over twenty-one bouncing, throwing and kicking balls around a battalion headquarters."

We have long felt that athletics is a necessary part of national defense and hence we secured the statements to be found on the center spread of this issue. It is hoped that these statements will do much toward making this country conscious of the vital part athletics is playing. May we suggest that you, our coach readers, use these statements in the talks that you are called upon to make. Present these statements to your local sports editors and give them to the citizens of your communities so that they may be informed as to the part athletics is taking in the national defense program. If you do not wish to destroy your Journal, we will be glad to send you additional copies of the spread. Merely indicate on the Ready Reference Buying Guide how many you would like.

## COACHES READY REFERENCE BUYING GUIDE

SIMPLY CUT ALONG PERFORATING RULE, FOLD,  
SEAL WITH PASTE. WE PAY THE POSTAGE.

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Fundamentals of Basketball.....	53	<input type="checkbox"/> 1 copy at \$1.50
Practical Basketball.....	38	<input type="checkbox"/> 1 copy at \$2.00
Athletic Journal Binder.....	53	<input type="checkbox"/> 25 cents each

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Each week from North, South, East and West smart looking uniforms worn in Saturday's Football Games, arrive at the Ivory System Shops for conditioning.

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Try this "Between-Game Service" and at all times place your faith in the Long-Established and Dependable IVORY SYSTEM.



*In the World of Sports*

**Ivory System**

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